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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of graduates to obtain information on their jobs, career satisfaction, and transfer to other institutions, as well as the effect of PVCC on their careers and further education. Findings from the survey of 1993-94 graduates, based on responses from 50.4% of the 224 alumni surveyed, included the following: (1) 50.5% of the respondents were employed in full-time jobs related to their field of study at PVCC; (2) 31.5% of the employed respondents were nurses, 14.8% were secretaries, and 7.4% were child care workers; (3) the mean annual salary earned was $19,129, with the highest salary earned being $54,000 and the lowest being $2,500; (4) 87% believed that PVCC provided excellent or good academic preparation for jobs; (5) 47.7% felt they were academically better prepared compared to other employees, while 51.1% felt that they were equally prepared; (6) for those who had transferred, the average grade point average at the receiving institution was 3.1; (7) 76.7% of all respondents believed that PVCC provided excellent or good academic preparation for transfer; and (8) in comparing PVCC with the four-year schools to which they transferred, more than half of the transfers believed that the quality of instruction was the same at both institutions. Data tables and the survey instrument are appended. (HAA)

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Follow-up Survey of PVCC Graduates Class of 1993-94

Research Report No. 1-97
February 1997

Piedmont Virginia
Community College
Charlottesville, Virginia

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FOLLOW-UP SURVEY OF PVCC GRADUATES
CLASS OF 1993-94

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Research Report No. 1 - 97

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1993-94

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of its graduates. Information from the survey is used to improve academic programs and college services.

This study reports the results of the nineteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1993-94 (those students graduating from PVCC in Summer Semester 1993, Fall Semester 1993, and Spring Semester 1994). In terms of format and content, it is similar to previous studies. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

Graduates were surveyed approximately eight months after graduation to allow time for graduates to secure jobs and enroll in colleges or universities (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 224 graduates of the class of 1993-94, 113 returned completed surveys for a response rate of 50.4%. This number was slightly lower than the previous year and was less than the average of the past six surveys: 1992-93 (52.6%), 1991-92 (46.4%), 1990-91 (54.2%), 1989-90 (48.2%), 1988-89 (54.2%), 1987-88 (57.1%) and 1986-87 (61.2%).

As Table 1 indicates, the response rates by sex, race, age, and residence varied somewhat from the overall response rate. Females were more likely to complete surveys than males. Asian students (22.2%) and African-American students (30.4%) had a lower response rate than white students (54.2%).[1] Older students (ages 35 and over) had a much higher response rate than younger students. Graduates residing in Albemarle County had the highest response rate (61.2%) in terms of jurisdiction while those residing in Louisa County had the lowest response rate (28.6%). All service region localities except Louisa County had over 40.0% response rates. Those graduates residing in Virginia, but outside the PVCC service region, had a lower response rate (26.3%) than those residing within the service region (53.5%).

Demographic characteristics and enrollment characteristics of survey respondents were similar for all graduates and for survey respondents. In terms of sex, most graduates and respondents were female (63.4% of graduates, 70.8% of respond-

---

[1]Asian, African-American, and Hispanic students were the only minorities who responded to the survey. Only one Hispanic student responded to the survey.

ents). Most were white (84.8% of graduates, 91.2% of respondents). The largest grouping of graduates were between the ages of 25 and 34 (34.4% of graduates, 32.7% of respondents).

Graduates in the occupational/technical curricula had slightly higher response rates (52.2%) than those in the college transfer curricula (47.8%).[2] As Table 2 indicates, graduates receiving the AAS degree had the highest response rate (53.7%), followed by those receiving the AA degree (53.3%) and by those receiving certificates (50.0%). The lowest response rate was from graduates receiving the AS degree (45.8%). The greatest majority of both graduates and respondents received either the AAS degree (42.4% of graduates, 45.1% of respondents) or the AS degree (37.1% of graduates, 33.6% of respondents). The remainder received AA degrees (13.4% of graduates, 14.2% of respondents), and certificates (7.1% of graduates, 7.1% of respondents).

Because the response rate from graduates was over 50.0% and because in most instances demographic and enrollment characteristics mirrored those of all graduates, information contained in this study is likely to be representative of all graduates of the class of 1993-94.

---

[2]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

EMPLOYMENT

Approximately 50.5% of all 1993-94 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Around 4.6% were employed in full-time jobs unrelated to their study at the college and 8.3% were employed in part-time jobs unrelated to their study. More part-time employees worked in jobs related to their study at PVCC than in jobs unrelated.

Almost one-sixth of the survey respondents declared that they were unemployed (15.6%), but of these, only seven (6.4%) were actively seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

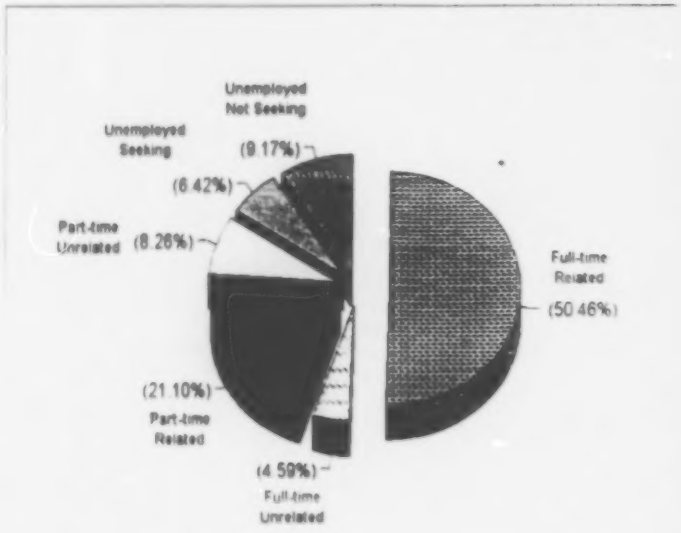

Figure 1 Employment Status of 1993-94 PVCC Graduate Survey Respondents

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with previous graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), most likely because the purpose of all college transfer curricula is to allow the

student to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year colleges or universities, and cannot truly be considered as unemployed.

The employment status of 1993-94 graduates was quite similar to that of 1992-93 graduates. As can be seen in Table 4, the percentage of 1993-94 graduates employed in full-time jobs was approximately the same as that of the previous graduating class (54.7% in 1992-93; 55.1% in 1993-94). However, the percentage employed in full-time jobs *related* to their fields of study at PVCC increased slightly from 40.2% in 1992-93 to 50.5% in 1993-94. Also noteworthy was the lower unemployment percentage (15.6%) for 1993-94 graduates as compared to the 1992-93 graduate unemployment percentage (22.2%). In fact, the 1993-94 graduate unemployment percentage was the lowest in five years (22.6% in 1989-90; 23.4% in 1990-91; 27.9% in 1991-92; 22.2% in 1992-93).

The employment status of 1993-94 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (58.7%). As has been the case during the last several years, more respondents were employed as nurses than any other position (17, or 31.5%). Other jobs held by four or more respondents included child care worker (4, or 7.4%) and secretary (8, or 14.8%). Fifteen respondents (27.8%) checked "OTHER" for job category. Some of the job titles in the "OTHER" category were computer service manager, bookkeeper, HVAC service technician, program support technician, assistant teller,

"MPP clerk," optical lab technician, copy editor coordinator, "Q.C. engineer," senior cost estimator, office manager, private security officer, customer service representative, rehabilitative therapy aide, television production technician, and health physics technician.

Twenty-two survey respondents (22.7%) indicated they obtained their jobs before attending PVCC, 34 (35.1%) indicated they obtained their jobs while attending PVCC, and 41 (42.3%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1985-86 through 1993-94.[3]

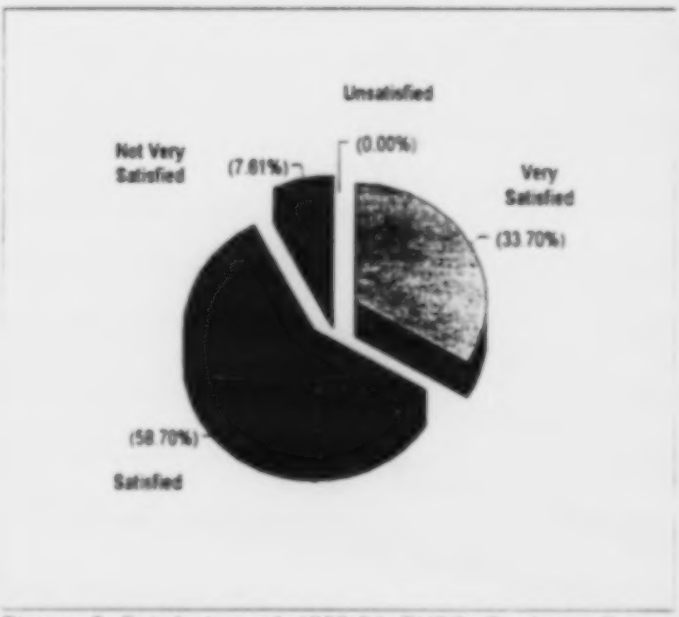

Figure 2 Satisfaction of 1993-94 PVCC Graduate Survey Respondents with Their Current Jobs

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1993-94 graduate survey respondents was quite high (see Figure 2). More than 90.0% of the respondents reported they were either very satisfied (33.7%) or satisfied

[3]Table 6 reports "When Jobs Were Obtained" for each degree listed from survey respondents, including those respondents receiving more than one degree.

(58.7%) with their current jobs. Only seven respondents indicated they were not very satisfied (7.6%), and none indicated that they were unsatisfied. Respondents earning certificates were for the most part either very satisfied (21.4%) or satisfied (57.1%). Only 21.4% of respondents earning certificates indicated they were not very satisfied or unsatisfied with their jobs. AA/AS and AAS respondents were grouped largely as very satisfied (33.3%) and satisfied (54.8%). Only 11.9% of AA/AS and AAS respondents were not very satisfied or were unsatisfied.

More 1993-94 graduate survey respondents indicated they were "very satisfied" with their jobs than did the previous PVCC graduating class (17.5% in 1992-93; 33.7% in 1993-94), while fewer respondents indicated they were "satisfied" (66.3% in 1992-93; 58.7% in 1993-94). However, as can be seen in Table 7, these figures are similar to those of years prior to 1992-93, indicating very little change.

The job satisfaction of 1993-94 survey respondents by job category is presented in Table 8. In all categories, the majority of respondents indicated they were either very satisfied (31.9%) or satisfied (53.8%). In the categories "Accountant," "Child Care Worker," "Computer Programmer," "Educator," "Electronics Worker," and "Law Enforcement Official," respondents indicated that they felt very satisfied or satisfied. No respondents in these categories felt not very satisfied or unsatisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not only jobs but careers as well. Among 1993-94 survey respondents, nearly half intended to pursue their jobs as long-range careers. As can

be seen in Table 9, 48.5% of all respondents indicated they would pursue their current jobs as long-range careers, while 35.4% indicated they would not, and 16.2% were undecided. The percentage of respondents intending to pursue their jobs as long-range careers of the four previous graduating classes (50.0% for 1992-93, 50.6% for 1991-92, 38.3% for 1990-91, 46.3% for 1989-90) has remained lower than those of classes prior to 1989-90.

The intention of 1993-94 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers include accountant, child care worker, educator, electronics worker, law enforcement official, and nurse. The jobs which over half of the respondents do not see as a long-range career included business manager, computer programmer, sales clerk, and various other positions.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1993-94 graduate survey respondents. Almost half of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Around 41.0% indicated that the academic preparation was good. Only 12.0% indicated that the academic preparation was fair, and only 1 respondent (1.0%) indicated it was poor.

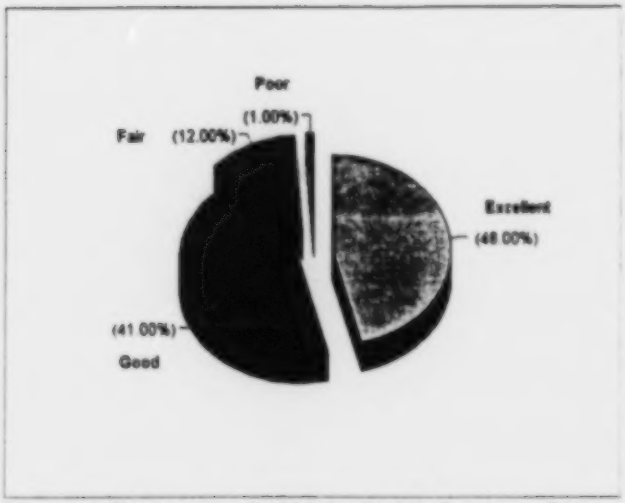

Figure 3 Evaluation of 1993-94 PVCC Graduate Survey Respondents of Their Preparation for a Job

The evaluation of academic preparation for employment by academic program by 1993-94 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of academic preparation for employment by the 1993-94 graduate survey respondents was similar to that of previous graduating classes (see Table 12). More 1993-94 than 1992-93 respondents rated their academic preparation as excellent (38.6% in 1992-93, 46.0% in 1993-94), but fewer rated it as good (51.8% in 1992-93; 41.0% in 1993-94). When the number of excellent and good ratings is combined, the percentage figure for 1993-94 respondents (87.0%) was slightly lower than that for 1992-93 respondents (90.4%).

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution higher than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfac-

tion. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those highly satisfied with their jobs.

For the most part, these expectations were true for 1993-94 graduate survey respondents. As can be seen in Table 13, 45.5% of the respondents in full-time jobs *related* to their field of study at PVCC rated their preparation as excellent. Similarly, 47.4% of those in part-time jobs related to their field of study rated their preparation as excellent, while only 27.3% of those in part-time unrelated jobs did so.

With respect to job satisfaction, all respondents very satisfied with their jobs rated their PVCC academic preparation as either excellent or good, and 92.0% of those satisfied with their jobs rated their preparation as excellent or good. Three respondents unsatisfied with their jobs rated academic preparation as good.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1993-94 graduate survey respondents felt they were better or equally prepared.

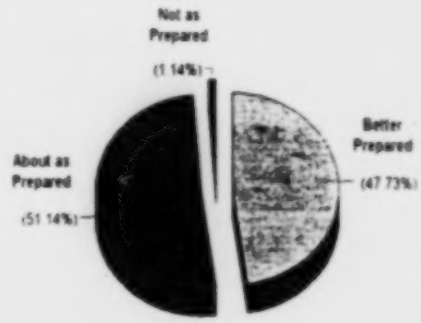

Figure 4 Academic Preparation of 1993-94 Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields

Less than 2.0% of the survey respondents felt they were not as well prepared as other employees within the same career fields. More respondents indicated they were as well prepared (51.1%) as opposed to being better prepared (47.7%). Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, only nine respondents (8.0%) indicated they received direct job assistance from PVCC. Table 16 presents the evaluation by 1993-94 graduate survey respondents of various career assistance services offered by the college. As can be seen, these services were rated quite highly by survey respondents. Faculty and academic programs received the highest overall ratings. Ninety-six percent of the respondents rated the PVCC faculty as excellent or good, while 91.3% of the respondents rated academic programs as excellent or good. The "other" services rated by respondents were financial aid, which received one excellent rating and one fair rating, and staff, which received a good rating. One respondent indicated in this category that faculty wages are "poor." Faculty wages, however, can hardly be categorized as a career assistance service.

SALARIES

The mean, or average, annual salary earned by 1993-94 graduate survey respondents was $19,129, while the median, or midpoint, salary was $18,924. The highest salary reported was $54,000 and the lowest $2,500. As can be seen in Figure 5, more salaries were earned in three of the higher income brackets ($10,000-$14,999; $15,000-$19,999; and $25,000-$29,999) than in the five other income brackets.

Thirty-one of the 68 respondents reporting salary (47.0%) earned less than $20,000. Twenty-two (32.4%) earned between $20,000 and $30,000. Seven (10.1%) earned less than $10,000, and fifteen (22.1%) earned $30,000 or more.

The salaries of the 1993-94 graduate survey respondents by degree and academic program are presented in Table 17. Normally, given the fact that college transfer programs are not designed to provide jobs for graduates, as well as the fact that most college transfer respondents are usually employed in part-time jobs, salaries for those enrolled in occupational/technical programs are generally higher than salaries for those enrolled in college transfer programs. For 1993-94, this held true as the mean salary for AAS survey respondents was $5,450 higher than the mean salary for AS survey respondents.

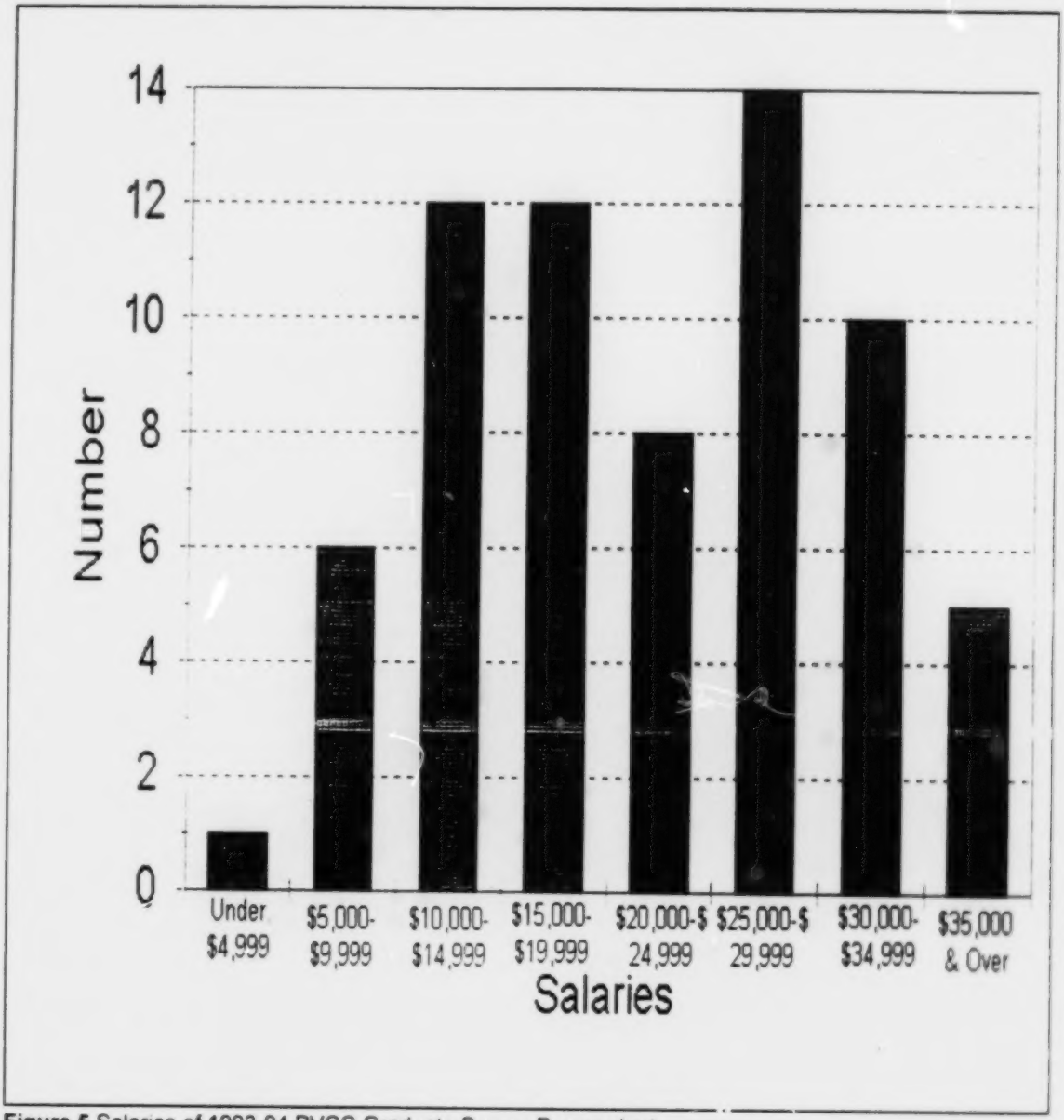

Figure 5 Salaries of 1993-94 PVCC Graduate Survey Respondents

The mean salary for survey respondents earning the AA degree was $16,833, and the median salary was $17,500; the mean salary for those earning the AS degree was $17,073, and the median salary was $15,656. The mean salary for those earning the AAS degree was $22,523, and the median salary was $21,044; the mean salary for those earning certificates was $20,089, and the median salary was $21,498.

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1984-85 through 1993-94. AAS graduate survey respondents of the class of 1993-94 earned a mean salary 5.3% lower than that of their counterparts of the class of 1992-93. Each of the five classes graduating prior to 1992-93, with the exception of 1990-91 (-4.2%), earned a 4% to 5% increase over the class immediately preceding it.

Salaries of 1993-94 survey respondents by job category are presented in Table 18. The highest mean salary was earned in the job category of electronics worker ($28,000). The lowest mean and median salaries were earned in the categories business manager (mean = $10,000, median = $12,000) and sales clerk (mean = $12,300; median = $8,000). Job categories with mean salaries exceeding $20,000 were accountant ($20,266), computer programmer ($21,000), educator ($24,000), law enforcement official ($20,662), nurse ($27, 091), and other ($23,409).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs

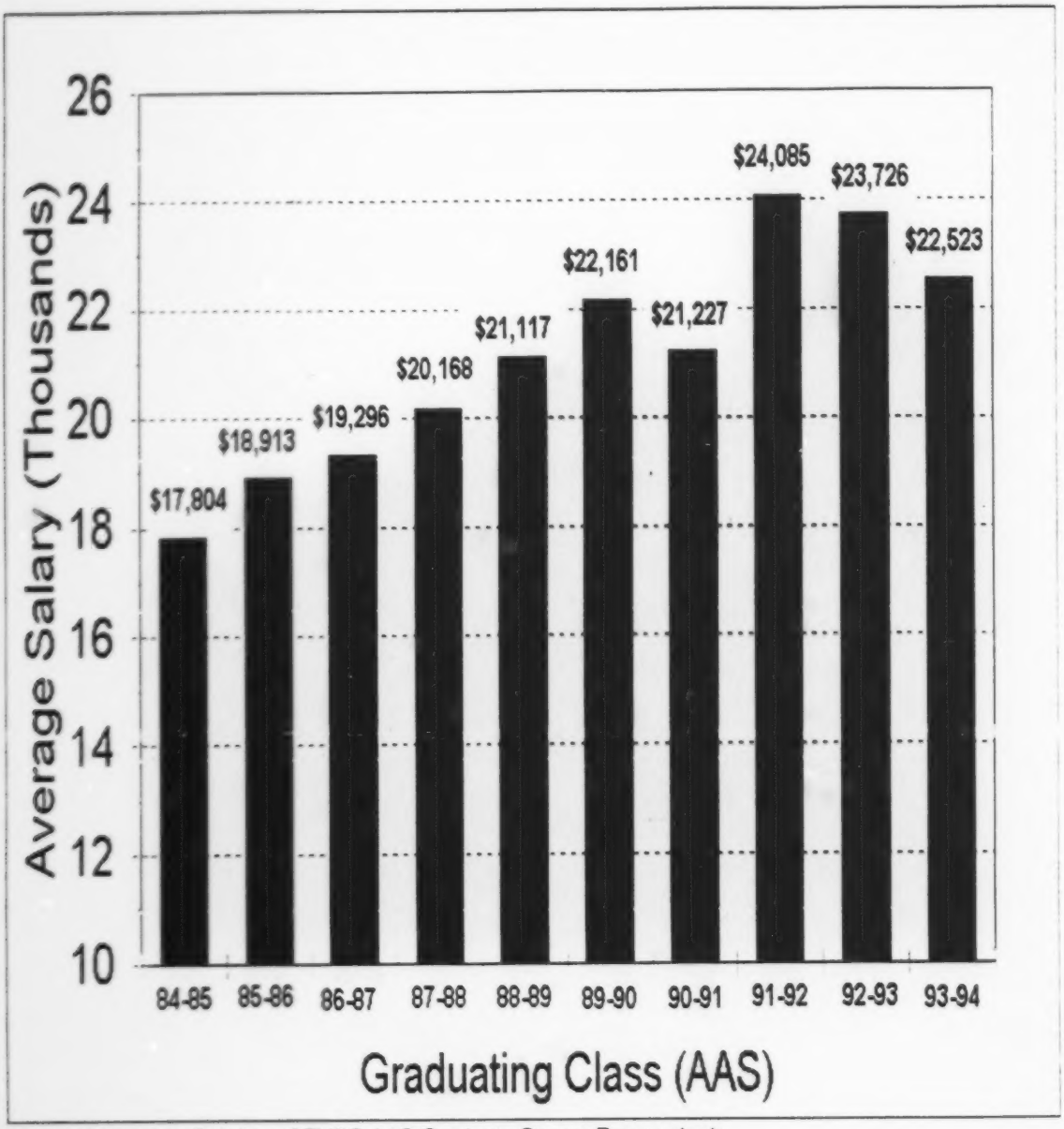

Figure 6 Average Salaries of PVCC AAS Graduate Survey Respondents

related to their fields of study at PVCC earned higher salaries than those with unrelated jobs. The mean salary for those with full-time, related jobs was approximately $8,838 higher than the mean salary for those with full-time, unrelated jobs, and the median salary was $8,750 higher. The mean salary for those with part-time, related jobs was over $10,275 more than those in part-time unrelated jobs; the median salary was $7,024 higher.

A slight relationship between job satisfaction and salary was evident for 1993-94 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

For the most part, male and female graduate survey respondents earned nearly the same salaries (see Table 20). However, the mean salary for all males was approximately $2,100 higher than those for females, and males employed in full-time jobs earned approximately $5,000 more than females in full-time jobs. In contrast, the median salary for all females was $340 higher than those for males.

Two African-American respondents reporting salaries earned a lower mean salary than white respondents. The mean salary for the African-American respondents was approximately $2,000 less than the mean salary for white respondents. African-Americans working in full-time positions earned $8,000 less than full-time white respondents. Only two other minority respondents reported salaries. Those salaries

were for full-time positions and represented two different income brackets ($14,000 and $46,000).

Generally, as might be expected, older respondents earned higher salaries than younger respondents. The highest mean and median salaries, for all respondents and for full-time employed respondents, were earned within the 45-to-59 age bracket, and the lowest were earned within the 18-to-21 age bracket. The age bracket 25-to-34 had the second highest mean full-time salary, followed by the 35-to-44 and the 60-and-over age brackets.

TRANSFER TO OTHER EDUCATIONAL INSTITUTIONS

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the University of Virginia (UVA) normally enrolls the largest number of PVCC graduates. Typically, the combined number of respondents transferring to JMU and MBC is nearly equal to that transferring to UVA. However, in regard to 1993-94 graduate survey respondents, an unusually larger number transferred to MBC and JMU. Despite this uncommon increase in transfer to other institutions, UVA remains the primary transfer institutions of PVCC graduates.

Figure 7 shows 1993-94 graduate survey respondents' choices of transfer institutions. Nine respondents transferred to UVA and nine respondents transferred to

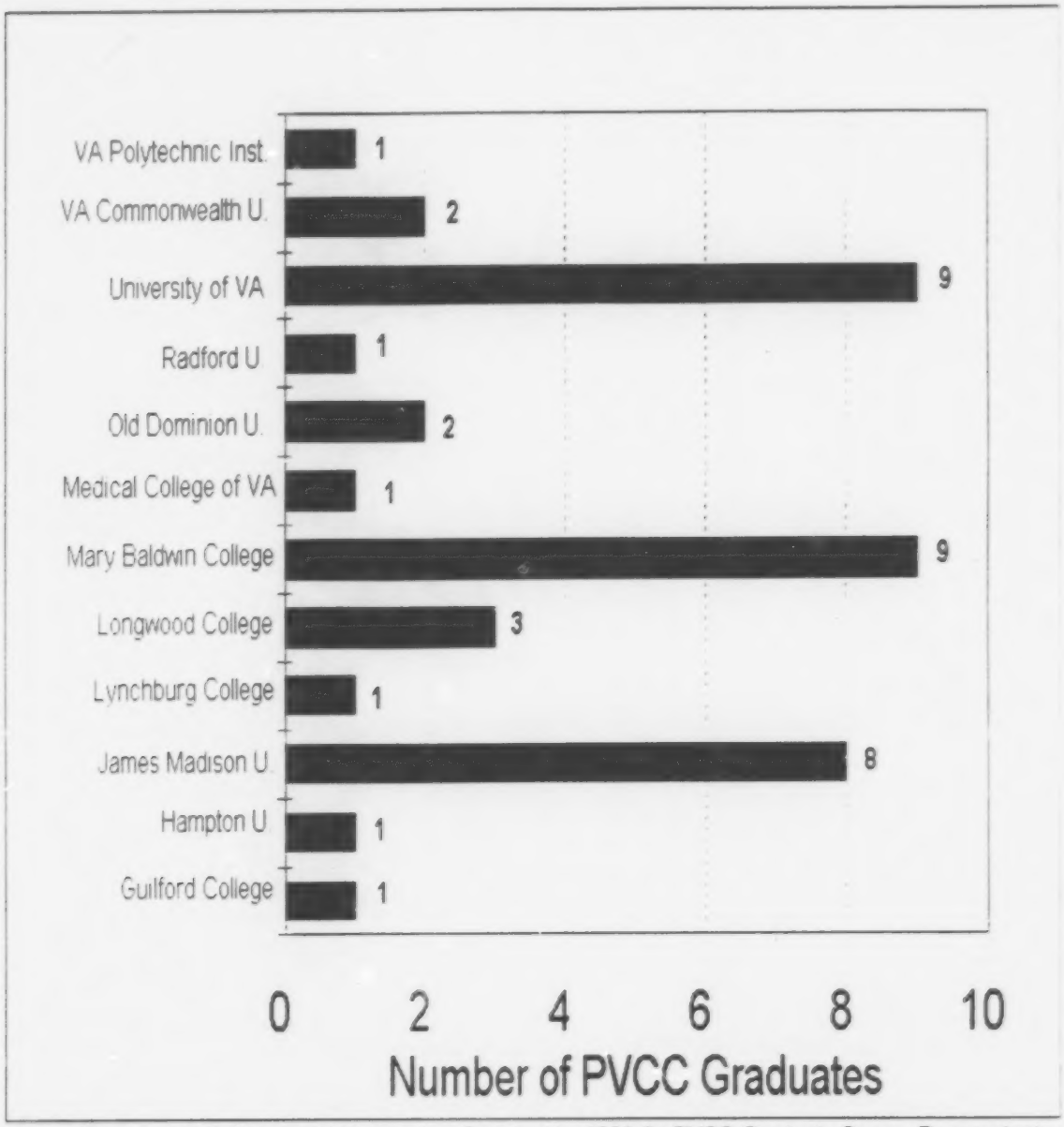

Figure 7 Four-year Colleges and Universities Selected by 1993-94 PVCC Graduate Survey Respondents

MBC. The next most popular institution, after UVA and MBC, was JMU, with 8 respondents, followed by Longwood College (3), Old Dominion University (2), and Virginia Commonwealth University (2). An additional 6 senior institutions had one respondent in attendance.

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. The most popular majors selected were Psychology (17.9%) and Sociology (10.3%). Following these was Accounting (7.7%). Fields of study by PVCC transfers at four-year institutions are presented in Table 21.

Academically, most survey respondents seemed to be performing quite well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.10. The lowest GPA reported was 1.70 and the highest 4.00. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

Graduate survey respondents attending the Medical College of Virginia had the average highest GPA (3.50), while those attending Longwood College and Virginia Commonwealth University had the lowest average GPA (2.60).

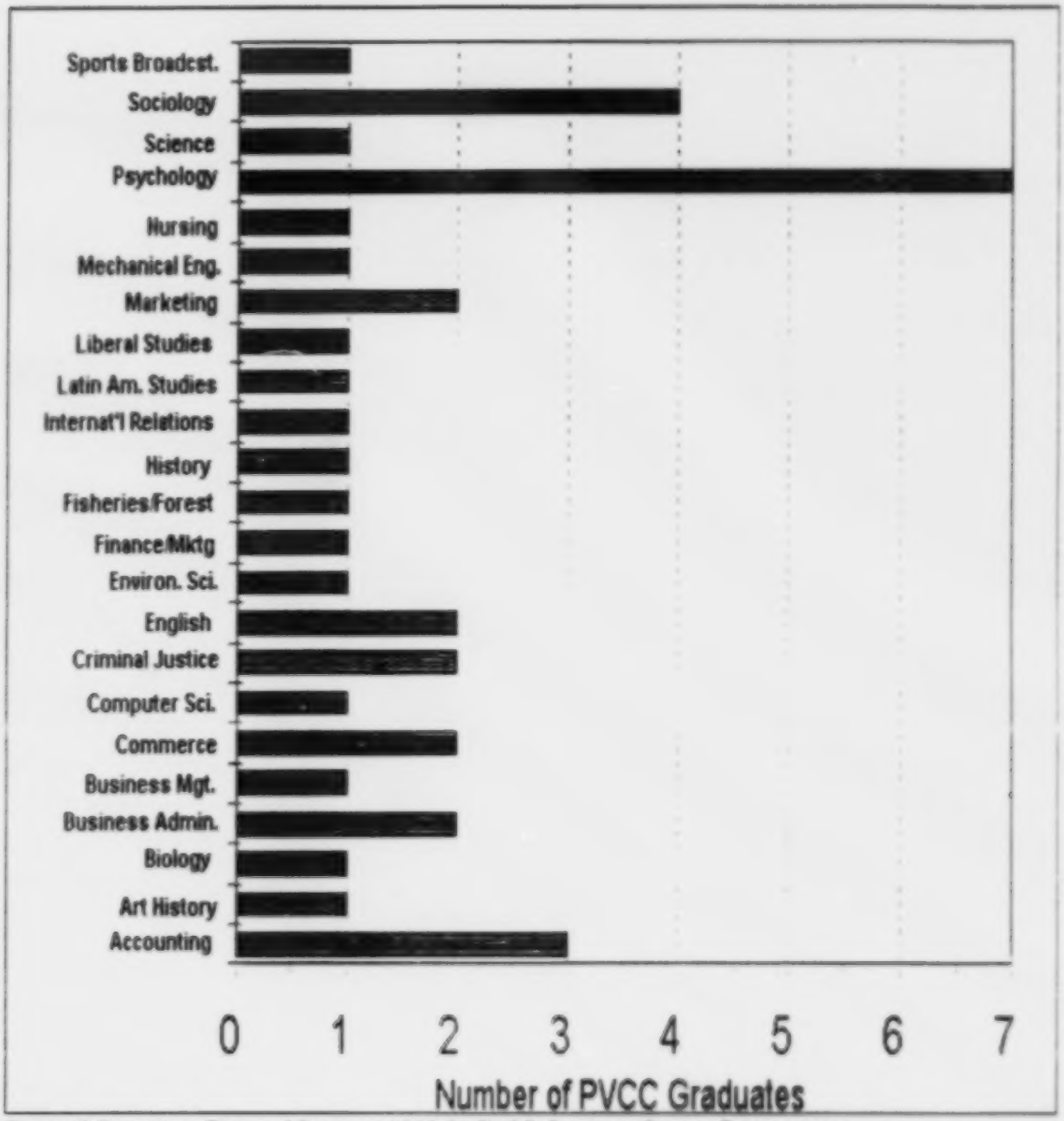

Figure 8 Four-Year Fields of Study by 1993-94 PVCC Graduate Survey Respondents

Respondents at 6 institutions—Guilford College, Mary Baldwin College, Medical College of Virginia, Old Dominion University, Radford University, and Virginia Polytechnic Institute—had average GPAs over 3.00.

In fields of study with more than one respondent, the following average GPA's were reported: Accounting (3.38), Business Administration (3.23), Business Management (3.30), Commerce (3.15), Criminal Justice (2.95), English (2.60), History (2.35), Marketing (2.85), Psychology (3.08), and Sociology (3.20).

In contrast to past trends, males earned higher grade point averages than females (see Table 24). The mean male GPA was 3.17 and the mean female GPA was 3.12. African-American students had lower GPA averages (2.95) than white students (3.14).[4]

With respect to age and academic performance, the GPA's of older respondents were higher than those of younger respondents. The average GPA of respondents 21 years of age and younger was 3.03, the average GPA of respondents between 22 and 24 years of age was 3.04; the average GPA of respondents between 25 and 34 was 3.13; the average GPA of respondents between 35 and 44 was 3.41; and the average GPA of the three respondents between 45 and 59 years of age was 3.88.

Academically, as measured by GPA, 1993-94 survey respondents performed exceptionally well. The average GPA of the previous year's survey respondents was

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[4]No other minority group provided grade point average data.

slightly lower at 3.07, and those of years prior to 1991-92 were significantly lower (1990-91—2.89; 1989-90—2.88).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. Some return to community colleges or other educational institutions. Five 1993-94 survey respondents indicated they had continued their education at PVCC. The programs in which the five respondents were enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the majority of 1993-94 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by 40.0% of all respondents, and good by 36.7%. Around 23.3% felt their academic preparation was fair, and none felt it was poor.

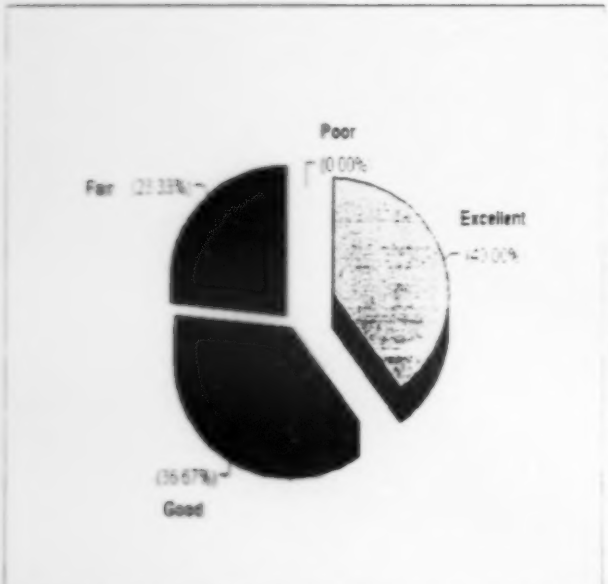

Figure 9 Evaluation by 1993-94 PVCC Graduate Survey Respondents of Their Preparation for College Transfer

These evaluations are broken down by degree and academic program

in Table 26. Over 70.0% of AA, 79.0% of AS respondents, and 98.0% of AAS respondents rated academic preparation for college transfer as either excellent or good.

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. With only a few exceptions, all respondents rated their academic preparation as either excellent or good. Senior institutions at which respondents (in each case, two or less) rated their PVCC preparation as fair were JMU (n=2, 40.0%), ODU (n=1, 50.0%), UVA (n=1, 16.7%), and VPI (n=1, 100%).

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were Accounting (n=1, 50.0%), Biology (n=1, 100%), Business Management (n=1, 50.0%), Commerce (n=1, 100%), Computer Science (n=1, 100%), English (n=1, 100%), Finance and Marketing (n=1, 100%), Nursing (n=1, 100%), and Psychology (n=3, 75.0%). In four programs, Art History, Fisheries Science/Forestry, History, and Mechanical Engineering, the single graduate responding rated his or her preparation as fair. It should be stressed that for most programs the number of respondents was too small for meaningful conclusions to be drawn.

As can be seen in Table 29, graduate survey respondents have been quite pleased with the academic preparation they received from PVCC. Few have rated their preparation as either poor or fair.

Most 1993-94 graduate survey respondents believed they were either equally prepared or not as well prepared academically in comparison to students who began

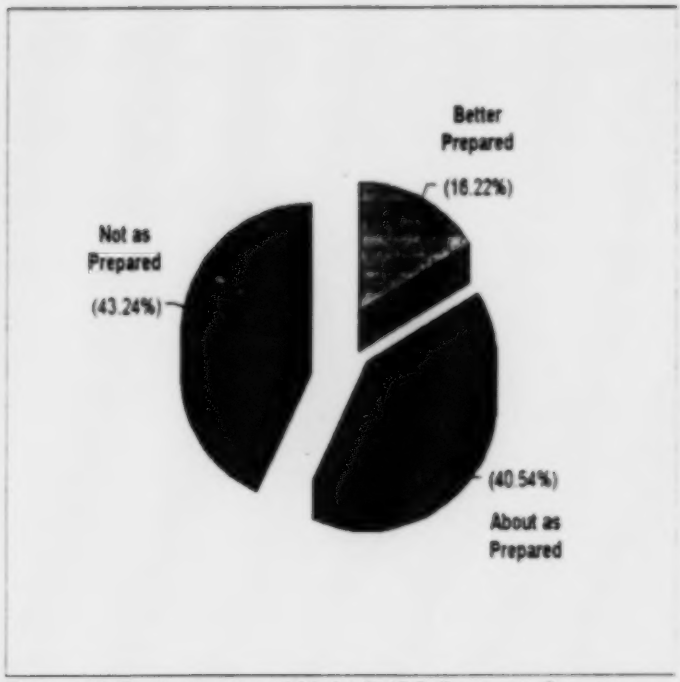

Figure 10 Evaluation by 1993-94 PVCC Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions

their college study as freshmen at the four-year institutions to which the respondents transferred (see Figure 10). Forty percent felt they were about as well prepared, while 43.2% felt they were not as prepared. Only 16.2% felt they were better prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30. Only 8.3% of the AA graduate respondents felt they were better prepared, while 58.3% felt they were equally prepared. More than one-fourth (29.4%) of the AS graduate respondents felt better prepared and the same number (29.4%) felt equally prepared. No AAS graduates felt better prepared than "native" students, and of the remainder, 33.3% about as well prepared and 66.7% felt not as prepared. Of the two certificate graduates responding to this item, one felt as equally prepared and one felt not as prepared as "native" students.

The PVCC programs with more than one respondent in which one-half or more of the respondents believed they were as well prepared as "native" students were Liberal Arts (n=6, 54.5%) and General Studies (n=3, 60.0%). Education (n=3, 100%),

Nursing (n=2, 100%), and Police Science (n=2, 66.7%) had more than one respondent who felt less prepared.

These evaluations are presented by four-year institution in Table 31 and by four-year field of study in Table 32. Senior institutions in which one-half or more of the respondents felt better prepared than or about as prepared as "native" students were James Madison University (n=4, 66.7%), Mary Baldwin College (n=4, 80.0%), Old Dominion University (n=2, 66.6%), University of Virginia (n=8, 88.8%), Virginia Commonwealth University (n=1, 100%), and Virginia Polytechnic Institute (n=1, 100%). The only institutions in which one-half or more of the respondents felt less prepared were Guilford College (n=1, 100%), Hampton University (n=1, 100%), Longwood College (n=2, 100%), Medical College of Virginia (n=1, 100%), and Radford University (n=1, 100%).

Four-year fields of study in which one-half or more of the respondents felt better prepared academically than students beginning as freshmen were Accounting (n=1, 100%), Commerce (n=2, 100%), Environmental Science (n=1, 100%), Fisheries Science/Forestry (n=1, 100%), and Mechanical Engineering (n=1, 100%). Fields of study in which one-half or more of the respondents felt less prepared than "native" students were Biology (n=1, 100%), Business Administration (n=1, 100%), Business Management (n=1, 50.0%), Criminal Justice (n=2, 100%), English (n=2, 100%), Management (n=2, 100%), and Nursing (n=1, 100%).

As can be seen in Table 33, the percentage of 1993-94 AA/AS graduate survey respondents who felt equally prepared to "native" students was substantially

different from the percentage of survey respondents from previous years. In fact, the percentage of AA/AS graduate survey respondents who felt better prepared was the lowest in more than ten years.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, more than half of the survey respondents felt the quality was the same at both institutions (see Table 34). Approximately one-fifth (20.6%) felt PVCC offered better quality instruction, and 11.8% felt the four-year college or university offered better quality instruction. The 1993-94 responses to the quality of instruction between PVCC and the four-year institutions to which they transferred were very similar to those of previous graduating classes (see Table 35).

With respect to the strictness of grading practices, 61.8% of the respondents felt that PVCC had the same grading practices as the four-year schools to which the respondents transferred (see Table 36). Just less than one-third (29.4%) felt that PVCC had less strict grading practices, and the remainder (8.8%) felt that PVCC had stricter grading practices.

As can be seen in Table 37, these evaluations were different from those of previous PVCC graduating classes. The percentage of students rating PVCC stricter or as strict in grading practices (72.2%) is the highest in more than ten years.

With respect to student competitiveness, almost 70.0% of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred, and almost one-fourth (24.2%) thought both schools were equally

competitive (see Table 38). Only two respondents (6.1%) believed that PVCC was more competitive.

A larger percentage of previous graduate survey respondents has usually believed that PVCC was less competitive, and a similar percentage has believed that both institutions were the same. The percentage of respondents believing that PVCC was more competitive was the highest for all survey results (See Table 39).

While survey respondents generally have believed that students are less competitive at PVCC than at four-year colleges or universities, they also have felt that PVCC faculty and staff are friendlier or as friendly as the faculty and staff at their four-year schools. As can be seen in Table 40, over 44.0% of the 1993-94 graduate survey respondents felt PVCC faculty and staff were friendlier, and most of the remainder felt that faculty and staff friendliness was the same at PVCC as at the four-year school to which they transferred (52.9%). Only one respondent (2.9%) felt that four-year faculty and staff were friendlier. At least half of the respondents at five institutions—Hampton University (n=1, 100%), Mary Baldwin College (n=3, 50.0%), University of Virginia (n=7, 77.8%), Virginia Commonwealth University (n=1, 50.0%), and Virginia Polytechnic Institute (n=1, 100%)—felt PVCC faculty and staff were friendlier. Only one respondent at Mary Baldwin College (16.7%) felt that PVCC faculty and staff were less friendly. At the remaining schools, the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by AA/AS respondents of the previous eight graduating classes at PVCC. As can be seen, the

percentage of 1993-94 respondents feeling that PVCC faculty and staff are friendlier was approximately 13.0% higher than that of the previous graduating class.

Forty-seven percent of the 1993-94 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Half of the respondents felt that individual attention is the same at both institutions, and 2.9% felt that less attention is paid to students at PVCC (see Table 42). Respondents transferring to five senior institutions felt PVCC paid more attention to students: Mary Baldwin College (n=3, 50.0%), Medical College of Virginia (n=1, 100%), University of Virginia (n=6, 66.7%), Virginia Commonwealth University (n=1, 50.0%), and Virginia Polytechnic Institute (n=1, 100%). Only one student reported that more individual attention is given to students at these institutions than at PVCC.

As was the case with respect to faculty and staff friendliness, the evaluation by 1993-94 AA and AS graduate survey respondents of individual student attention was very similar to that of previous graduating classes. As can be seen in Table 43, despite the fact that the number of respondents was lower than usual, the percentage of 1993-94 respondents believing PVCC shows more attention to students was nearly the same as the percentages in previous surveys.

Most 1993-94 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and co-operative education. Respondents were also provided the opportunity to list other

college transfer services. The majority of respondents rated services provided by student services and faculty as excellent. Only co-operative education received an excellent rating of less than 50.0%. No respondent rated any of PVCC's college transfer assistance services as poor.

CONCLUSIONS

Major findings of this study included:

1. Most 1993-94 PVCC graduate survey respondents seeking employment found meaningful and satisfying employment. Over 50.0% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (33.7%) or satisfied (58.7%) with their current jobs, and nearly one-half of the respondents planned to pursue these jobs as long-range careers.

2. Jobs held by the largest percentage of survey respondents included nurse (31.5%), secretary (14.8%), and child care worker (7.4%).

3. The mean, or average, annual salary earned by 1993-94 graduate survey respondents was $19,129, and the median, or midpoint, salary was $18,924. The highest salary reported was $54,000 and the lowest $2,500. The distribution of salaries was fairly normal, with 10.3% of all respondents earning less than $10,000, 35.3% earning between $10,000 and $20,000, 32.4% earning between $20,000 and $30,000, and 22.1% earning $30,00 or more. The mean and median salaries for females were lower than those for males, and minority respondents reported lower mean and median salaries than white respondents. Generally, older respondents earned more than younger respondents.

4. Almost 87.0% of the survey respondents believed that PVCC provided excellent (46.0%) or good (41.0%) academic preparation for jobs. Twelve respondents (12.0%) believed PVCC provided fair academic preparation, and only one (1.0%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better prepared (47.7%) or equally prepared (51.1%) in comparison to other employees within the same career fields. Only 1.1% felt they were not as well prepared.

6. Over 40.0% of all 1993-94 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to either the University of Virginia, James Madison University, or Mary Baldwin College. Other institutions with more than one respondent were Longwood College, Old Dominion University, and Virginia Commonwealth University. The most popular fields of study at four-year institutions were Accounting, Psychology, and Sociology.

7. Most 1993-94 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.10. The lowest GPA reported was 1.70 and the highest was 4.00.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.0%) or good (36.7%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were equally prepared (40.5%) or not as prepared (43.2%) in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, more than half of PVCC graduate survey respondents believed that the quality of instruction was the same at both institutions and that the grading practices were similar at both schools. An equal number of respondents felt that PVCC students tend to be either less competitive or equally competitive than students at four-year schools. Just over 44.0% of respondents believed that PVCC faculty and staff are friendlier than four-year college faculty and staff, and almost half felt that more individual attention is shown students at PVCC than at four-year institutions.

The PVCC learning experience means many things to its many different students. This was eloquently stated by one of the 1993-94 graduate survey respondents who wrote the following in the comment section of the survey:

> PVCC is a wonderful institution. [Respondent's four-year institution] is much harder and much more alienating and difficult to function in. I loved my experience at PVCC and am honored to have received one Associates [sic] degree from PVCC and to be almost ready to receive another this May. PVCC has wonderful staff and instructors — they are much more involved with the students

than anyone I've met at [other institution]. [PVCC instructor] is a true gem to PVCC — I enjoyed his classes tremendously. The office is efficient. Financial aid is helpful. I wish I were there.

Thank you.

[Respondent's signature]

TABLES

Table 1
Number of 1993-94 Graduates by Demographic Characteristics

CATEGORY		All Graduates	Survey Respondents	Return Pct
SEX	Male	82	33	40.2%
	Female	142	80	56.3%
RACE	African-American	23	7	30.4%
	Asian	9	2	22.2%
	Hispanic	1	1	100.0%
	White	190	103	54.2%
	Other	1	0	0.0%
AGE	Under 18	0	0	--
	18-21	29	14	48.3%
	22-24	59	20	33.9%
	25-34	77	37	48.1%
	35-44	49	30	61.2%
	45-59	9	6	66.7%
	60 & Over	1	1	100.0%
RESIDENCE				
	Albemarle	85	52	61.2%
	Buckingham	7	3	42.9%
	Fluvanna	17	10	58.8%
	Greene	18	8	44.4%
	Louisa	7	2	28.6%
	Nelson	10	6	60.0%
	Charlottesville	58	27	46.6%
	Total-in-district	202	108	53.5%
	Out-of-District	19	5	26.3%
	Out-of-State	3	0	0.0%
TOTAL		224	113	50.4%

Source: Survey respondent data -- graduate surveys, graduate data -- VCCS SIS database

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Table 2
Number of 1993-94 PVCC Graduate Awards by Program and Degree

PROGRAM	All Graduates	Survey Respondents	Return Pct
Fine Arts	5	2	40.0%
Liberal Arts	25	14	56.0%
A.A. Degree	30	16	53.3%
Business Administration	36	19	52.8%
Education	8	3	37.5%
General Studies	23	11	47.8%
Science	16	5	31.3%
A.S. Degree	83	38	45.8%
Accounting	6	4	66.7%
Computer Info. Systems	7	4	57.1%
Draft & Design	1	0	0.0%
Electronics	1	1	100.0%
Management	9	5	55.6%
Marketing	2	1	50.0%
Nursing	50	27	54.0%
Office Systems Tech	5	1	20.0%
Police Science	14	8	57.1%
A.A.S. Degree	95	51	53.7%
Auto Mechanics	1	0	0.0%
Career Studies	13	7	53.8%
Clerical Studies	1	0	0.0%
Law Enforcement	1	1	100.0%
CERTIFICATE	16	8	50.0%
TOTAL	224	113	50.4%

Source: Survey respondent data -- graduate surveys, graduate data--VCCS SIS database

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Table 3
Employment Status of 1993-94 Graduate Survey Respondents by Degree and Program

	Employed Full-time				Employed Part-time				Unemployed			
	Related		Unrelated		Related		Unrelated		Seeking		Not Seeking	
PROGRAM	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Liberal Arts	4	28.6%	2	14.3%	1	7.1%	3	21.4%	0	0.0%	4	28.6%
A.A. DEGREE	4	28.6%	2	14.3%	1	7.1%	3	21.4%	0	0.0%	4	28.6%
Business Admin.	4	22.2%	0	0.0%	5	27.8%	1	5.6%	5	27.8%	3	16.7%
Education	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%
General Studies	3	30.0%	0	0.0%	4	40.0%	1	10.0%	1	10.0%	1	10.0%
Science	3	60.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	1	20.0%
A.S. DEGREE	11	31.4%	0	0.0%	9	25.7%	4	11.4%	6	17.1%	5	14.3%
Accounting	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%
Computer Info. Sys.	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	16	59.3%	0	0.0%	11	40.7%	0	0.0%	0	0.0%	0	0.0%
Office Sys. Tech.	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	3	37.5%	2	25.0%	1	12.5%	1	12.5%	0	0.0%	1	12.5%
A.A.S. DEGREE	31	66.0%	2	4.3%	12	25.5%	1	2.1%	0	0.0%	1	2.1%
Auto Mechanics	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Career Studies	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement	2	33.3%	1	16.7%	1	16.7%	1	16.7%	1	16.7%	0	0.0%
CERTIFICATE	9	69.2%	1	7.7%	1	7.7%	1	7.7%	1	7.7%	0	0.0%
TOTAL	55	50.5%	5	4.6%	23	21.1%	9	8.3%	7	6.4%	10	9.2%

Note: Percentage figures are by row (program).

Table 4
Employment Status of Graduate Survey Respondents by Degree

		Employed Full-time				Employed Part-time				Unemployed			
		Related		Unrelated		Related		Unrelated		Seeking		Not Seeking	
YEAR	DEGREE	No	Pct	No	Pct	No	Pct	No	Pct	No	Pct	No	Pct
1985-86	AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
	AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
	Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-87	AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
	AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
	Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
	TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-88	AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
	AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
	Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
	TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-89	AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
	AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
	Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
	TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-90	AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
	AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
	Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
	TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%
1990-91	AA/AS	7	10.3%	12	17.6%	5	7.4%	17	25.0%	1	1.5%	26	38.2%
	AAS	35	71.4%	6	12.2%	5	10.2%	1	2.0%	1	2.0%	1	2.0%
	Certificate	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
	TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	2	1.6%	27	21.8%
1991-92	AA/AS	7	14.0%	6	12.0%	3	6.0%	6	12.0%	4	8.0%	24	48.0%
	AAS	34	77.3%	4	9.1%	3	6.8%	3	6.8%	0	0.0%	0	0.0%
	Certificate	8	47.1%	5	29.4%	0	0.0%	1	5.9%	1	5.9%	2	11.8%
	TOTAL	49	44.1%	15	13.5%	6	5.4%	10	9.0%	5	4.5%	26	23.4%
1992-93	AA/AS	5	9.3%	13	24.1%	6	11.1%	7	13.0%	4	7.4%	19	35.2%
	AAS	30	63.8%	3	6.4%	8	17.0%	3	6.4%	2	4.3%	1	2.1%
	Certificate	12	75.0%	1	6.3%	2	12.5%	1	6.3%	0	0.0%	0	0.0%
	TOTAL	47	40.2%	17	14.5%	16	13.7%	11	9.4%	6	5.1%	20	17.1%
1993-94	AA/AS	15	30.6%	2	4.1%	10	20.4%	7	14.3%	6	12.2%	9	18.4%
	AAS	31	66.0%	2	4.3%	12	25.5%	1	2.1%	0	0.0%	1	2.1%
	Certificate	9	69.2%	1	7.7%	1	7.7%	1	7.7%	1	7.7%	0	0.0%
	TOTAL	55	50.5%	5	4.6%	23	21.1%	9	8.3%	7	6.4%	10	9.2%

Note: Percentage figures are by row (award)

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Table 5
Employment Status of 1993-94 Graduate Survey Respondents by Job Category

	Employed Full-time				Employed Part-time			
	Related		Unrelated		Related		Unrelated	
JOB CATEGORY	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Manager	0	0.0%	2	50.0%	2	50.0%	0	0.0%
Child Care Worker	4	80.0%	0	0.0%	1	20.0%	0	0.0%
Computer Programmer	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Educator	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement Official	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	17	60.7%	0	0.0%	11	39.3%	0	0.0%
Sales Clerk	1	20.0%	0	0.0%	0	0.0%	4	80.0%
Secretary	8	88.9%	0	0.0%	0	0.0%	1	11.1%
Other	15	46.9%	4	12.5%	5	15.6%	8	25.0%
TOTAL	54	58.7%	6	6.5%	19	20.7%	13	14.1%

Note: Percentage figures are by row (job category).

Table 6
Period When Jobs Were Obtained by Graduate Survey Respondents

		Before PVCC		During PVCC		After PVCC	
YEAR	DEGREE	No	Pct	No	Pct	No	Pct
1985-86	AA/AS	10	45.5%	5	22.7%	7	31.8%
	AAS	9	13.4%	26	38.8%	32	47.8%
	Certificate	17	58.6%	6	20.7%	6	20.7%
	TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-87	AA/AS	4	13.3%	12	40.0%	14	46.7%
	AAS	7	12.1%	24	41.4%	27	46.6%
	Certificate	17	60.7%	9	32.1%	2	7.1%
	TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-88	AA/AS	17	45.9%	12	32.4%	8	21.6%
	AAS	10	18.9%	17	32.1%	26	49.1%
	Certificate	12	63.2%	3	15.8%	4	21.1%
	TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-89	AA/AS	10	38.5%	6	23.1%	10	38.5%
	AAS	11	23.4%	17	36.2%	19	40.4%
	Certificate	10	47.6%	5	23.8%	6	28.6%
	TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-90	AA/AS	10	33.3%	12	40.0%	8	26.7%
	AAS	7	14.9%	23	48.9%	17	36.2%
	Certificate	1	25.0%	2	50.0%	1	25.0%
	TOTAL	18	22.2%	37	45.7%	26	32.1%
1990-91	AA/AS	15	37.5%	12	30.0%	13	32.5%
	AAS	6	12.8%	24	51.1%	17	36.2%
	Certificate	3	42.9%	3	42.9%	1	14.3%
	TOTAL	24	25.5%	39	41.5%	31	33.0%
1991-92	AA/AS	7	33.3%	9	42.9%	5	23.8%
	AAS	7	15.9%	17	38.6%	20	45.5%
	Certificate	7	50.0%	2	14.3%	5	35.7%
	TOTAL	21	26.6%	28	35.4%	30	38.0%
1992-93	AA/AS	8	25.8%	9	29.0%	14	45.2%
	AAS	7	16.3%	16	37.2%	20	46.5%
	Certificate	7	50.0%	3	21.4%	4	28.6%
	TOTAL	22	25.0%	28	31.8%	38	43.2%
1993-94	AA/AS	6	16.2%	19	51.4%	12	32.4%
	AAS	10	20.8%	11	22.9%	27	56.3%
	Certificate	6	50.0%	4	33.3%	2	16.7%
	TOTAL	22	22.7%	34	35.1%	41	42.3%

Note: Percentage figures are by row (award)

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Table 7
Satisfaction of Graduate Survey Respondents with Their Current Jobs

		Very Satisfied		Satisfied		Not Very Satisfied		Unsatisfied	
YEAR	DEGREE	No	Pct	No	Pct	No	Pct	No	Pct
1985-1986	AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
	AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
	Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
	TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987	AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
	AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
	Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
	TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988	AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
	AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
	Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
	TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989	AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
	AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
	Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
	TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990	AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
	AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
	Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
	TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%
1990-1991	AA/AS	11	27.5%	23	57.5%	6	15.0%	0	0.0%
	AAS	13	28.3%	28	60.9%	5	10.9%	0	0.0%
	Certificate	3	42.9%	2	28.6%	2	28.6%	0	0.0%
	TOTAL	27	29.0%	53	57.0%	13	14.0%	0	0.0%
1991-1992	AA/AS	7	33.3%	12	57.1%	2	9.5%	0	0.0%
	AAS	16	37.2%	23	53.5%	4	9.3%	0	0.0%
	Certificate	5	35.7%	5	35.7%	3	21.4%	1	7.1%
	TOTAL	28	35.9%	40	51.3%	9	11.5%	1	1.3%
1992-1993	AA/AS	2	6.9%	19	65.5%	7	24.1%	1	3.4%
	AAS	9	23.7%	26	68.4%	2	5.3%	1	2.6%
	Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
	TOTAL	14	17.5%	53	66.3%	10	12.5%	3	3.8%
1993-94	AA/AS	11	31.4%	18	51.4%	5	14.3%	1	2.9%
	AAS	17	34.7%	28	57.1%	1	2.0%	3	6.1%
	Certificate	3	21.4%	8	57.1%	1	7.1%	2	14.3%
	TOTAL	31	33.7%	54	58.7%	7	7.6%	0	0.0%

Note: Percentage figures are by row (award)

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Table 8
Job Satisfaction of 1993-94 Graduate Survey Respondents by Job Category

	Very Satisfied		Satisfied		Not Very Satisfied		Unsatisfied	
JOB CATEGORY	No	Pct	No	Pct	No	Pct	No	Pct
Accountant	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Business Manager	1	25.0%	2	50.0%	0	0.0%	1	25.0%
Child Care Worker	3	60.0%	2	40.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Educator	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Nurse	11	40.7%	15	55.6%	1	3.7%	0	0.0%
Sales Clerk	0	0.0%	4	80.0%	0	0.0%	1	20.0%
Secretary	2	22.2%	4	44.4%	1	11.1%	2	22.2%
Other	8	25.0%	17	53.1%	5	15.6%	2	6.3%
TOTAL	29	31.9%	49	53.8%	7	7.7%	6	6.6%

Note: Percentage figures are by row (job category)

Table 9
Intention of Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

		Will pursue		Will not pursue		Undecided	
YEAR	DEGREE	No.	Pct.	No.	Pct.	No.	Pct.
1985-86	AA/AS	10	50.0%	10	50.0%	0	0.0%
	AAS	50	84.7%	9	15.3%	0	0.095
	Certificate	21	84.0%	4	16.0%	0	0.0%
	TOTAL	81	77.9%	23	22.1%	0	0.0%
1986-87	AA/AS	10	35.7%	18	64.3%	0	0.0%
	AAS	39	69.6%	17	30.4%	0	0.0%
	Certificate	18	72.0%	7	28.0%	0	0.0%
	TOTAL	67	61.5%	42	38.5%	0	0.0%
1987-88	AA/AS	12	41.4%	17	58.6%	0	0.0%
	AAS	26	63.4%	15	36.6%	0	0.0%
	Certificate	14	77.8%	3	16.7%	1	5.6%
	TOTAL	52	59.1%	35	39.8%	1	1.1%
1988-89	AA/AS	6	23.1%	11	42.3%	9	34.6%
	AAS	32	69.6%	6	13.0%	8	17.4%
	Certificate	14	66.7%	1	4.8%	6	28.6%
	TOTAL	52	55.9%	18	19.4%	23	24.7%
1989-90	AA/AS	9	29.0%	17	54.8%	5	16.1%
	AAS	27	57.4%	8	17.0%	12	25.5%
	Certificate	2	50.0%	1	25.0%	1	25.0%
	TOTAL	38	46.3%	26	31.7%	18	22.0%
1990-91	AA/AS	7	17.1%	26	63.4%	8	19.5%
	AAS	27	58.7%	9	19.6%	10	21.7%
	Certificate	2	28.6%	2	28.6%	3	42.9%
	TOTAL	36	38.3%	37	39.4%	21	22.3%
1991-92	AA/AS	6	31.6%	8	42.1%	5	26.3%
	AAS	26	59.1%	6	13.6%	12	27.3%
	Certificate	7	50.0%	4	28.6%	3	21.4%
	TOTAL	39	50.6%	18	23.4%	20	26.0%
1992-93	AA/AS	4	12.9%	21	67.7%	6	19.4%
	AAS	31	70.5%	5	11.4%	8	18.2%
	Certificate	10	66.7%	3	20.0%	2	13.3%
	TOTAL	45	50.0%	29	32.2%	16	17.8%
1993-94	AA/AS	10	26.3%	23	60.5%	5	13.2%
	AAS	33	67.3%	6	12.2%	10	20.4%
	Certificate	5	41.7%	6	50.0%	1	8.3%
	TOTAL	48	48.5%	35	35.4%	16	16.2%

Note: Percentage figures are by row (award).

Table 10
Intention of 1993-94 Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

	Will pursue		Will not pursue		Undecided	
JOB CATEGORY	No	Pct	No	Pct	No	Pct
Accountant	2	100.0%	0	0.0%	0	0.0%
Business Manager	1	25.0%	2	50.0%	1	25.0%
Child Care Worker	3	60.0%	2	40.0%	0	0.0%
Computer Programmer	1	50.0%	1	50.0%	0	0.0%
Educator	1	100.0%	0	0.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	66.7%	1	33.3%	0	0.0%
Nurse	21	75.0%	2	7.1%	5	17.9%
Sales Clerk	0	0.0%	4	80.0%	1	20.0%
Secretary	4	44.4%	2	22.2%	3	33.3%
Other	10	31.3%	17	53.1%	5	15.6%
TOTAL	43	50.0%	29	33.7%	14	16.3%

Note: Percentage figures are by row (job category)

Table 11
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation by Program

	Excellent		Good		Fair		Poor	
PROGRAM	No	Pct	No	Pct	No	Pct	No	Pct
Fine Arts	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	2	22.2%	5	55.6%	2	22.2%	0	0.0%
A.A. DEGREE	2	20.0%	5	50.0%	3	30.0%	0	0.0%
Business Administration	4	40.0%	4	40.0%	2	20.0%	0	0.0%
Education	1	33.3%	1	33.3%	1	33.3%	0	0.0%
General Studies	4	44.4%	3	33.3%	1	11.1%	1	11.1%
Science	1	25.0%	2	50.0%	1	25.0%	0	0.0%
A.S. DEGREE	10	38.5%	10	38.5%	5	19.2%	1	3.8%
Accounting	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Computer Information Sys	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Management	2	40.0%	3	60.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	16	59.3%	10	37.0%	1	0.0%	0	0.0%
Office Systems Tech	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	5	71.4%	2	28.6%	0	0.0%	0	0.0%
A.A.S. DEGREE	29	59.2%	19	38.8%	1	2.0%	0	0.0%
Career Studies	0	0.0%	7	100.0%	0	0.0%	0	0.0%
Law Enforcement	5	62.5%	0	0.0%	3	37.5%	0	0.0%
CERTIFICATE	5	33.3%	7	46.7%	3	20.0%	0	0.0%
TOTAL	46	46.0%	41	41.0%	12	12.0%	1	1.0%

Note: Percentage figures are by row (program)

Table 12
Evaluation by Graduate Survey Respondents of Their Academic Preparation for Employment

		Excellent		Good		Fair		Poor	
YEAR	DEGREE	No	Pct	No	Pct	No	Pct	No	Pct
1985-86	AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
	AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
	Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
	TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-87	AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
	AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
	Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
	TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-88	AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
	AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
	Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
	TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-89	AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
	AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
	Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
	TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-90	AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
	AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
	Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
	TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%
1990-91	AA/AS	9	27.3%	22	66.7%	2	6.1%	0	0.0%
	AAS	19	36.5%	31	59.6%	1	1.9%	1	1.9%
	Certificate	1	25.0%	3	75.0%	0	0.0%	0	0.0%
	TOTAL	29	34.1%	56	65.9%	3	3.5%	1	1.2%
1991-92	AA/AS	3	15.8%	12	63.2%	4	21.1%	0	0.0%
	AAS	22	52.4%	17	40.5%	2	4.8%	1	2.4%
	Certificate	6	46.2%	5	38.5%	2	15.4%	0	0.0%
	TOTAL	31	41.9%	34	45.9%	8	10.8%	1	1.4%
1992-93	AA/AS	6	24.0%	16	64.0%	2	8.0%	1	4.0%
	AAS	19	43.2%	20	45.5%	4	9.1%	1	2.3%
	Certificate	7	50.0%	7	50.0%	0	0.0%	0	0.0%
	TOTAL	32	38.6%	43	51.8%	6	7.2%	2	2.4%
1993-94	AA/AS	12	33.3%	15	41.7%	8	22.2%	1	2.8%
	AAS	29	59.2%	19	38.8%	1	2.0%	0	0.0%
	Certificate	5	33.3%	7	46.7%	3	20.0%	0	0.0%
	TOTAL	46	46.0%	41	41.0%	12	12.0%	1	1.0%

Note: Percentage figures are by row (award).

Table 13
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation by Employment Status and Job Satisfaction

	Excellent		Good		Fair		Poor	
Employment Status	No	Pct	No	Pct	No	Pct	No	Pct
Full-Time, Related	25	45.5%	28	50.9%	2	3.6%	0	0.0%
Full-Time, Unrelated	4	66.7%	2	33.3%	0	0.0%	0	0.0%
Part-Time, Related	9	47.4%	8	42.1%	2	10.5%	0	0.0%
Part-Time, Unrelated	3	27.3%	3	27.3%	4	36.4%	1	9.1%
Job Satisfaction								
Very Satisfied	14	48.3%	15	51.7%	0	0.0%	0	0.0%
Satisfied	26	52.0%	20	40.0%	4	8.0%	0	0.0%
Not Very Satisfied	1	16.7%	2	33.3%	3	50.0%	0	0.0%
Unsatisfied	0	0.0%	3	60.0%	1	20.0%	1	20.0%

Note: Percentage figures are by row (category)

Table 14
Academic Preparation of 1993-94 Graduate Survey Respondents in Comparison to Others Within the Same Career Fields by Program

	Better Prepared		About as Prepared		Not as Prepared	
PROGRAM	No	Pct	No	Pct	No	Pct
Fine Arts	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	3	37.5%	5	62.5%	0	0.0%
A.A. DEGREE	3	33.3%	6	66.7%	0	0.0%
Business Administration	4	57.1%	3	42.9%	0	0.0%
Education	0	0.0%	3	100.0%	0	0.0%
General Studies	2	22.2%	7	77.8%	0	0.0%
Science	2	50.0%	1	25.0%	1	25.0%
A.S. DEGREE	8	34.8%	14	60.9%	1	4.3%
Accounting	1	100.0%	2	66.7%	0	0.0%
Computer Info. Systems	3	100.0%	1	25.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%
Management	2	50.0%	2	50.0%	0	0.0%
Marketing	0	100.0%	1	100.0%	0	0.0%
Nursing	14	56.0%	11	44.0%	0	0.0%
Office Systems Tech	0	0.0%	1	100.0%	0	0.0%
Police Science	4	66.7%	2	33.3%	0	0.0%
A.A.S. DEGREE	25	55.6%	20	44.4%	0	0.0%
Career Studies	2	28.6%	5	71.4%	0	0.0%
Law Enforcement	4	100.0%	0	0.0%	0	0.0%
CERTIFICATE	6	54.5%	5	45.5%	0	0.0%
TOTAL	42	47.7%	45	51.1%	1	1.1%

Note: Percentage figures are by row (program)

Table 15
Academic Preparation of 1993-94 Graduate Survey Respondents in Comparison to Others Within the Same Career Fields by Job Category

	Better Prepared		About as Prepared		Not as Prepared	
JOB CATEGORY	No	Pct	No	Pct	No	Pct
Accountant	0	0.0%	1	100.0%	0	0.0%
Business Manager	0	0.0%	3	100.0%	0	0.0%
Child Care Worker	0	0.0%	5	100.0%	0	0.0%
Computer Programmer	1	50.0%	1	50.0%	0	0.0%
Educator	0	0.0%	1	100.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	100.0%	0	0.0%	0	0.0%
Nurse	15	57.7%	11	42.3%	0	0.0%
Sales Clerk	4	0.0%	0	0.0%	0	0.0%
Secretary	1	12.5%	7	87.5%	0	0.0%
Other	14	46.7%	15	50.0%	1	3.3%
TOTAL	38	45.8%	44	53.0%	1	1.2%

Note: Percentage figures are by row (job category)

Table 16
Evaluation by 1993-94 Graduate Survey Respondents of Career Assistance Services at PVCC

	Excellent		Good		Fair		Poor	
SERVICE	No	Pct	No	Pct	No	Pct	No	Pct
Student Services	7	20.0%	19	54.3%	8	22.9%	1	2.9%
Academic Program	20	43.5%	22	47.8%	4	8.7%	0	0.0%
Faculty	26	49.1%	25	47.2%	2	3.8%	0	0.0%
Co-operative Education	4	23.5%	12	70.6%	1	5.9%	0	0.0%
Other	1	25.0%	1	25.0%	1	25.0%	1	25.0%

Note: Percentage figures are by row (service)

Table 17
Salaries of 1993-94 Graduate Survey Respondents by Academic Degree and Program

PROGRAM	No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	14	$16,833	$17,500	$8,000	$24,000
A.A. DEGREE	14	$16,833	$17,500	$8,000	$24,000
Accounting	4	$16,234	$16,234	$13,468	$19,000
Business Administration	19	$17,069	$12,375	$6,000	$36,109
Education	4	$8,250	$7,000	$2,500	$14,000
General Studies	12	$17,200	$12,000	$5,500	$46,000
Science	5	$27,090	$26,980	$12,000	$42,400
A.S. DEGREE	40	$17,073	$15,656	$7,924	$29,358
Computer Info. Systems	4	$32,667	$24,000	$20,000	$54,000
Electronics	1	$28,000	$28,000	$28,000	$28,000
Management	5	$26,153	$20,266	$15,500	$50,000
Marketing	1	$13,500	$13,500	$13,500	$13,500
Nursing	27	$25,915	$27,550	$12,680	$34,000
Office Systems Tech	1	$15,000	$15,000	$15,000	$15,000
Police Science	8	$16,423	$18,990	$7,200	$22,423
A.A.S. DEGREE	47	$22,523	$21,044	$15,983	$30,989
Career Studies	7	$22,775	$23,000	$19,100	$26,000
Law Enforcement	5	$17,403	$19,995	$7,200	$22,422
CERTIFICATE	12	$20,089	$21,498	$13,150	$24,211
TOTAL	113	$19,129	$18,924	$11,264	$27,140

Note: A respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

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Table 18
Salaries of 1993-94 Graduate Survey Respondents by Job Category

JOB CATEGORY	No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	1	$20,266	$20,266	$20,266	$20,266
Business Manager	3	$10,000	$12,000	$6,000	$12,000
Child Care Worker	1	$14,000	$14,000	$14,000	$14,000
Computer Programmer	1	$21,000	$21,000	$21,000	$21,000
Educator	1	$24,000	$24,000	$24,000	$24,000
Electronics Worker	1	$28,000	$28,000	$28,000	$28,000
Law Enforcement Official	2	$20,662	$20,662	$18,990	$22,423
Nurse	23	$27,091	$28,960	$12,680	$34,000
Sales Clerk	5	$12,300	$8,000	$5,500	$28,000
Secretary	8	$17,196	$16,000	$13,468	$26,000
Other	21	$23,409	$20,000	$2,500	$54,000
TOTAL	67	$19,811	$19,353	$15,128	$25,790

Note: Figures represent only those respondents who provided their salaries.

Table 19
Salaries of 1993-94 Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	55	$25,713	$25,500	$13,468	$54,000
Full-Time, Unrelated	6	$16,875	$16,750	$12,000	$22,000
Part-Time, Related	19	$18,275	$15,024	$6,000	$34,000
Part-Time, Unrelated	13	$8,000	$8,000	$2,500	$12,000
JOB SATISFACTION					
Very Satisfied	29	$25,855	$27,500	$2,500	$54,000
Satisfied	50	$21,420	$25,000	$6,000	$50,000
Not Very Satisfied	7	$16,275	$17,000	$12,000	$19,100
Dissatisfied	6	$9,742	$10,000	$5,500	$13,468

Table 20
Salaries of 1993-94 Graduate Survey Respondents by Sex, Race, Age, and Employment Status

JOB CATEGORY		No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX	Male					
	Full-Time	13	$28,070	$28,000	$18,990	$50,000
	Part-Time	7	$14,671	$8,000	$5,500	$32,000
	Female					
	Full-Time	35	$23,826	$24,000	$12,500	$54,000
	Part-Time	13	$14,683	$12,680	$2,500	$34,000
RACE	White					
	Full-Time	44	$25,110	$25,500	$12,000	$54,000
	Part-Time	20	$14,679	$12,187	$5,500	$34,000
	Black					
	Full-TIME	2	$17,000	$17,000	$15,000	$19,000
	Part-Time	0	—	—	—	—
	Other					
	Full-Time	2	$30,000	$30,000	$14,000	$46,000
	Part-TIME	0	—	—	—	—
AGE	18-21					
	Full-TIME	7	$10,024	$10,468	$12,500	$20,000
	Part-Time	8	$10,000	$10,000	$8,000	$12,000
	22-24					
	Full-Time	12	$17,057	$20,211	$14,500	$22,422
	Part-TIME	15	$5,200	$12,000	$5,500	$24,000
	25-34					
	Full-Time	21	$21,712	$27,000	$15,000	$42,400
	Part-TIME	16	$18,235	$16,000	$7,200	$34,000
	35-44					
	Full-Time	15	$27,182	$27,000	$15,000	$42,400
	Part-TIME	10	$12,740	$13,300	$6,000	$17,000
	45-59					
	Full-Time	3	$43,000	$50,000	$25,000	$54,000
	Part-TIME	2	$32,000	$32,000	$32,000	$32,000
	60 & Over					
	Full-Time	1	$21,000	$21,000	$21,000	$21,000
	Part-TIME	0	—	—	—	—

Table 21
Fields of Study at Four-year Institutions of 1993-1994 Graduate Survey Respondents

FIELD OF STUDY	GC	HU	JMU	LC	LWC	MBC	MCV	ODU	RU	UVA	VCU	VPI	TOTAL
Accounting	--	--	1	--	--	1	--	--	--	1	--	--	3
Art History	--	--	1	--	--	--	--	--	--	--	--	--	1
Biology	--	--	--	--	--	1	--	--	--	--	--	--	1
Business Admin	--	--	--	--	--	1	--	--	--	--	1	--	2
Business Mgmt	--	--	1	--	--	--	--	--	--	--	--	--	1
Commerce	--	--	--	--	--	--	--	--	--	2	--	--	2
Computer Science	--	--	--	--	--	1	--	--	--	--	--	--	1
Criminal Justice	1	--	--	--	--	--	--	1	--	--	--	--	2
English	--	1	--	--	1	--	--	--	--	--	--	--	2
Environ Science	--	--	--	--	--	--	--	--	--	1	--	--	1
Finance and Mktg	--	--	--	--	--	--	--	--	--	1	--	--	1
Fisheries Sci /Forestry	--	--	--	--	--	--	--	--	--	--	--	1	1
History	--	--	1	--	--	--	--	--	--	--	--	--	1
Internt'l Relations	--	--	--	1	--	--	--	--	--	--	--	--	1
Latin Am Studies	--	--	--	--	--	--	--	--	--	1	--	--	1
Liberal Studies	--	--	--	--	1	--	--	--	--	--	--	--	1
Marketing	--	--	1	--	--	--	--	--	1	--	--	--	2
Mechanical Eng	--	--	--	--	--	--	--	1	--	--	--	--	1
Nursing	--	--	--	--	--	--	1	--	--	--	--	--	1
Psychology	--	--	3	--	--	2	--	--	--	2	--	--	7
Science	--	--	--	--	--	--	--	--	--	--	1	--	1
Sociology	--	--	--	--	--	3	--	--	--	1	--	--	4
Sports Broadcst	--	--	--	--	1	--	--	--	--	--	--	--	1
TOTAL	1	1	8	1	3	9	1	2	1	9	2	1	39

Note A respondent's field of study may include more than one

GC Guilford College
HU Hampton University
JMU James Madison University
LC Lynchburg College
LWC Longwood College
MBC Mary Baldwin College
MCV Medical College of Virginia/Virginia Commonwealth University
ODU Old Dominion University
RU Radford University
UVA University of Virginia
VCU Virginia Commonwealth University
VPI Virginia Polytechnic Institute & State University

Table 22
GPAs OF 1993-94 Graduate Survey Respondents at Four-year Institutions

COLLEGE OR UNIVERSITY	No	Average GPA	Minimum GPA	Maximum GPA
Guilford College	1	3.00	3.00	3.00
Hampton University	1	2.70	2.70	2.70
James Madison University	8	3.17	2.40	3.70
Longwood College	3	2.60	2.50	2.70
Mary Baldwin College	9	3.46	3.00	4.00
Medical College of Virginia/VCU	1	3.50	3.50	3.50
Old Dominion University	3	3.39	2.90	4.00
Radford University	1	3.30	3.30	3.30
University of Virginia	9	2.95	2.50	3.50
Virginia Commonwealth University	2	2.60	2.60	2.60
Virginia Polytechnic Inst	1	3.40	3.00	3.00
TOTAL	39	3.10	2.85	3.27

Table 23
GPAs of 1993-94 Graduate Survey Respondents at Four-year Institutions by Four-year Field of Study

FIELD OF STUDY	No	Average GPA	Minimum GPA	Maximum GPA
Accounting	3	3.38	2.88	3.88
Art History	1	3.60	3.60	3.60
Biology	1	3.25	3.25	3.25
Business Administration	3	3.23	2.60	4.00
Business Management	2	3.30	3.30	3.30
Commerce	2	3.15	2.79	3.50
Computer Science	1	3.50	3.50	3.50
Criminal Justice	2	2.95	2.90	3.00
English	2	2.60	2.50	2.70
Environmental Science	1	3.10	3.10	3.10
Finance and Marketing	1	3.00	3.00	3.00
Fisheries Science & Forestry	1	3.40	3.40	3.40
History	2	2.35	1.70	3.00
Liberal Studies	1	2.70	2.70	2.70
Marketing	2	2.85	2.40	3.30
Mechanical Engineering	1	4.00	4.00	4.00
Nursing	1	3.50	3.50	3.50
Psychology	7	3.08	2.50	3.70
Sociology	4	3.20	3.20	3.20
TOTAL	38	3.17	2.99	3.35

Note: Figures reflect only those respondents who provided their grade point averages.

Table 24
GPAs of 1993-94 Graduate Survey Respondents at Four-year Institutions by Sex, Race, and Age

CATEGORY	No	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	33	3.17	2.40	4.00
Female	80	3.12	1.70	4.00
RACE				
White	103	3.14	1.70	4.00
Black	7	2.95	2.70	3.20
AGE				
18-21	8	3.03	1.70	3.70
22-24	9	3.04	2.50	3.30
25-34	12	3.13	2.40	4.00
35-44	7	3.41	2.79	4.00
45-59	1	3.88	3.88	3.88

Note Figures represent only those respondents who provided their grade point averages

Table 25
Fields of Study of 1993-94 Graduate Survey Respondents at Two-year and Specialized Institutions

FIELD OF STUDY	PVCC	TOTAL
Business Administration	1	1
Business and Office Technology	2	2
Business Management	1	1
History	1	1
TOTAL	5	5

PVCC Piedmont Virginia Community College

Table 26
Evaluation of 1993-94 Graduate Survey Respondents of their Academic Preparation for College Transfer by Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	2	22.2%	5	55.6%	2	22.2%	0	0.0%
A.A. DEGREE	2	20.0%	5	50.0%	3	30.0%	0	0.0%
Business Admin.	4	40.0%	4	40.0%	2	20.0%	0	0.0%
Education	1	50.0%	1	50.0%	0	0.0%	0	0.0%
General Studies	3	42.9%	3	42.9%	1	14.3%	1	14.3%
Science	1	25.0%	2	50.0%	1	25.0%	0	0.0%
A.S. DEGREE	9	37.5%	10	41.7%	4	16.7%	1	4.2%
Accounting	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Computer Info. Sys.	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Management	2	40.0%	3	60.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	16	59.3%	10	37.0%	1	3.7%	0	0.0%
Office Sys. Tech.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	5	71.4%	2	28.6%	0	0.0%	0	0.0%
A.A.S. DEGREE	29	59.2%	19	38.8%	1	2.0%	0	0.0%
Career Studies	0	0.0%	7	100.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	1	12.5%	7	87.5%	0	0.0%	0	0.0%
TOTAL	41	45.1%	41	45.1%	8	8.8%	1	1.1%

Note: Percentage figures are by row (program)

Table 27
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation for College Transfer by Four-year Institution

	Excellent		Good		Fair		Poor	
COLLEGE OR UNIVERSITY	No	Pct	No	Pct	No	Pct	No	Pct
Guilford College	0	0.0%	1	100.0%	0	0.0%	0	0.0%
James Madison University	2	40.0%	1	20.0%	2	40.0%	0	0.0%
Longwood College	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Mary Baldwin College	5	62.5%	3	37.5%	0	0.0%	0	0.0%
Medical College of VA	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	1	50.0%	1	50.0%	0	0.0%
University of Virginia	3	50.0%	2	33.3%	1	16.7%	0	0.0%
VA Commonwealth University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Virginia Polytechnic Inst	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	12	44.4%	10	37.0%	5	18.5%	0	0.0%

Note: Figures represent only those respondents who provided transfer preparation data

Table 28
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation for College Transfer by Four-year Field of Study

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Art History	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Biology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Admin.	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Business Mgmt.	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Commerce	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Criminal Justice	0	0.0%	1	100.0%	0	0.0%	0	0.0%
English	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Environ. Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Finance and Mktg.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Fisheries Sci./Forestry	0	0.0%	0	0.0%	1	100.0%	0	0.0%
History	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Latin Am. Studies	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Mechanical Eng.	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Psychology	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Sociology	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Sports Broadcst.	0	0.0%	1	100.0%	0	0.0%	0	0.0%
TOTAL	12	40.0%	11	36.7%	7	23.3%	0	0.0%

Note: Figures represent only those respondents who provided transfer preparation data.

Table 29
Evaluation by AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%
1990-1991	17	33.3%	30	58.8%	4	7.8%	0	0.0%
1991-1992	16	42.1%	19	50.0%	3	7.9%	0	0.0%
1992-1993	25	41.7%	31	51.7%	4	6.7%	0	0.0%
1993-1994	41	45.1%	41	45.1%	8	8.8%	1	1.1%

Note: Percentage figures are by row (year)

Table 30
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Program

	Better Prepared		About as Prepared		Not as Prepared	
PROGRAM	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	1	9.1%	6	54.5%	4	36.4%
A.A. DEGREE	1	8.3%	7	58.3%	4	33.3%
Business Admin.	3	42.9%	1	14.3%	3	42.9%
Education	0	0.0%	0	0.0%	3	100.0%
General Studies	1	20.0%	3	60.0%	1	20.0%
Science	1	50.0%	1	50.0%	0	0.0%
A.S. DEGREE	5	29.4%	5	29.4%	7	41.2%
Computer Info. Sys.	0	0.0%	1	100.0%	0	0.0%
Nursing	0	0.0%	0	0.0%	2	100.0%
Police Science	0	0.0%	1	33.3%	2	66.7%
A.A.S. DEGREE	0	0.0%	2	33.3%	4	66.7%
Career Studies	0	0.0%	1	100.0%	0	0.0%
Law Enforcement	0	0.0%	0	0.0%	1	100.0%
CERTIFICATE	0	0.0%	1	50.0%	1	50.0%
TOTAL	6	16.2%	15	40.5%	16	43.2%

Note: Percentage figures are by row (program).

Table 31
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Four-year Institution

	Better Prepared		About Prepared		Not as Prepared	
COLLEGE OR UNIVERSITY	No	Pct	No	Pct	No	Pct
Guilford College	0	0.0%	0	0.0%	1	100.0%
Hampton University	0	0.0%	0	0.0%	1	100.0%
James Madison University	0	0.0%	4	66.7%	2	33.3%
Longwood College	0	0.0%	0	0.0%	2	100.0%
Mary Baldwin College	0	0.0%	4	80.0%	1	20.0%
Medical College of VA	0	0.0%	0	0.0%	1	100.0%
Old Dominion University	1	33.3%	1	33.3%	1	33.3%
Radford University	0	0.0%	0	0.0%	1	100.0%
University of Virginia	4	44.4%	4	44.4%	1	11.1%
VA Commonwealth University	0	0.0%	1	100.0%	0	0.0%
Virginia Polytechnic Inst	1	100.0%	0	0.0%	0	0.0%
TOTAL	6	19.4%	14	45.2%	11	35.5%

Note: Percentage figures are by row (college or university) and only represent those respondents who provided academic preparation data.

Table 32
Evaluation by 1993-94 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Four-year Field of Study

	Better Prepared		About as Prepared		Not as Prepared	
FIELD OF STUDY	No	Pct	No	Pct	No	Pct
Accounting	1	100.0%	0	0.0%	0	0.0%
Art History	0	0.0%	1	100.0%	0	0.0%
Biology	0	0.0%	0	0.0%	1	100.0%
Business Admin	0	0.0%	0	0.0%	1	100.0%
Business Mgmt	0	0.0%	1	50.0%	1	50.0%
Commerce	2	100.0%	0	0.0%	0	0.0%
Computer Science	0	0.0%	1	100.0%	0	0.0%
Criminal Justice	0	0.0%	0	0.0%	2	100.0%
English	0	0.0%	0	0.0%	2	100.0%
Environ. Science	1	100.0%	0	0.0%	0	0.0%
Finance and Mktg	0	0.0%	1	100.0%	0	0.0%
Fisheries Sci./Forestry	1	100.0%	0	0.0%	0	0.0%
History	0	0.0%	1	100.0%	0	0.0%
Latin Am. Studies	0	0.0%	1	100.0%	0	0.0%
Management	0	0.0%	0	0.0%	2	100.0%
Mechanical Eng	1	100.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	0	0.0%	1	100.0%
Psychology	0	0.0%	5	83.3%	1	16.7%
Science	0	0.0%	1	100.0%	0	0.0%
Sociology	0	0.0%	2	100.0%	0	0.0%
TOTAL	6	19.4%	14	45.2%	11	35.5%

Note: Percentage figures are by row (field of study) and only represent those respondents who provided academic preparation data.

Table 33
Evaluation by AA/AS Graduate Survey Respondents of their Academic Preparation in Comparison to Students Starting at the Transfer Institutions

	Better Prepared		About as Prepared		Not as Prepared	
YEAR	No	Pct	No	Pct	No	Pct
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%
1990-1991	19	38.0%	23	46.0%	8	16.0%
1991-1992	10	27.8%	20	55.6%	6	16.7%
1992-1993	20	40.0%	27	54.0%	3	6.0%
1993-1994	6	17.1%	15	42.9%	14	40.0%

Note: Percentage figures are by row (year)

Table 34
Evaluation by 1993-94 Graduate Survey Respondents of the Quality of Instruction Provided by PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC better quality		Both colleges the same		PVCC less quality	
COLLEGE OR UNIVERSITY	No	Pct	No	Pct	No	Pct
Guilford College	0	0.0%	1	100.0%	0	0.0%
Hampton University	0	0.0%	1	100.0%	0	0.0%
James Madison University	1	14.3%	5	71.4%	1	14.3%
Longwood College	0	0.0%	1	50.0%	1	50.0%
Mary Baldwin College	1	16.7%	5	83.3%	0	0.0%
Medical College of VA	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	3	100.0%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	4	44.4%	4	44.4%	1	11.1%
VA Commonwealth University	0	0.0%	1	50.0%	1	50.0%
Virginia Polytechnic Inst	0	0.0%	1	100.0%	0	0.0%
TOTAL	7	20.6%	23	67.6%	4	11.8%

Note that percentage figures are by row (college or university)

Table 35
Evaluation by AA/AS Graduate Survey Respondents of the Quality of Instruction Provided by PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC better quality		Both colleges the same		PVCC less quality	
YEAR	No	Pct	No	Pct	No	Pct
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%
1990-1991	5	10.0%	36	72.0%	9	18.0%
1991-1992	8	24.2%	18	54.5%	7	21.2%
1992-1993	12	24.5%	30	61.2%	7	14.3%
1993-1994	9	25.0%	23	63.9%	4	11.1%

Note that percentage figures are by row (year)

Table 36
Evaluation by 1993-94 Graduate Survey Respondents of the Strictness of Grading Practices of PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC stricter		Both colleges the same		PVCC less strict	
COLLEGE OR UNIVERSITY	No	Pct	No	Pct	No	Pct
Guilford College	0	0.0%	1	100.0%	0	0.0%
Hampton University	0	0.0%	0	0.0%	1	100.0%
James Madison University	1	14.3%	5	71.4%	1	14.3%
Longwood College	0	0.0%	1	50.0%	1	50.0%
Mary Baldwin College	0	0.0%	5	71.4%	2	28.6%
Medical College of Va	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	3	100.0%	0	0.0%
Radford University	1	100.0%	0	0.0%	0	0.0%
University of Virginia	0	0.0%	3	37.5%	5	62.5%
VA Commonwealth University	0	0.0%	2	100.0%	0	0.0%
Virginia Polytechnic Inst	0	0.0%	1	100.0%	0	0.0%
TOTAL	3	8.8%	21	61.8%	10	29.4%

Note Percentage figures are by row (college or university)

Table 37
Evaluation of AA/AS Graduate Survey Respondents of the Strictness of Grading Practices of PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC stricter		Both colleges the same		PVCC less strict	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%
1990-1991	1	2.0%	24	48.0%	25	50.0%
1991-1992	2	6.1%	16	48.5%	15	45.5%
1992-1993	3	6.1%	30	61.2%	16	32.7%
1993-1994	5	13.9%	21	58.3%	10	27.8%

Note that percentage figures are by row (year)

Table 38
Evaluation by 1993-94 Graduate Survey Respondents of Student Competitiveness at PVCC in Comparison to Students at Their Four-year Transfer Institutions

	PVCC more competitive		Both colleges the same		PVCC less competitive	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
Guilford College	0	0.0%	0	0.0%	1	100.0%
Hampton University	0	0.0%	0	0.0%	1	100.0%
James Madison University	1	14.3%	1	14.3%	5	71.4%
Longwood College	0	0.0%	0	0.0%	1	100.0%
Mary Baldwin College	0	0.0%	4	66.7%	2	33.3%
Medical College of VA	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	2	66.7%	1	33.3%
Radford University	0	0.0%	0	0.0%	1	100.0%
University of Virginia	0	0.0%	0	0.0%	9	100.0%
VA Commonwealth University	0	0.0%	1	50.0%	1	50.0%
Virginia Polytechnic Inst	0	0.0%	0	0.0%	1	100.0%
TOTAL	2	6.1%	8	24.2%	23	69.7%

Note: Percentage figures are by row (college or university)

Table 39
Evaluation by AAAS Graduate Survey Respondents of Student Competitiveness at PVCC in Comparison to Students at Their Four-year Transfer Institutions

	PVCC more competitive		Both colleges the same		PVCC less competitive	
YEAR	No	Pct	No	Pct	No	Pct
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%
1990-1991	3	6.3%	7	14.6%	38	79.2%
1991-1992	1	3.0%	7	21.2%	25	75.8%
1992-1993	3	6.0%	23	46.0%	24	48.0%
1993-1994	4	11.1%	9	25.0%	23	63.9%

Note: Percentage figures are by row (year)

Table 40
Evaluation by 1993-94 Graduate Survey Respondents of Faculty and Staff Friendliness at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC more friendly		Both colleges the same		PVCC less friendly	
COLLEGE OR UNIVERSITY	No	Pct	No	Pct	No	Pct
Guilford College	0	0.0%	1	100.0%	0	0.0%
Hampton University	1	100.0%	0	0.0%	0	0.0%
James Madison University	1	14.3%	6	85.7%	0	0.0%
Longwood College	0	0.0%	2	100.0%	0	0.0%
Mary Baldwin College	3	50.0%	2	33.3%	1	16.7%
Medical College of VA	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	1	33.3%	2	66.7%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	7	77.8%	2	22.2%	0	0.0%
VA Commonwealth University	1	50.0%	1	50.0%	0	0.0%
Virginia Polytechnic Inst	1	100.0%	0	0.0%	0	0.0%
TOTAL	15	44.1%	18	52.9%	1	2.9%

Note: Percentage figures are by row (college or university)

Table 41
Evaluation by AA/AS Graduate Survey Respondents of Faculty and Staff Friendliness at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC more friendly		Both colleges the same		PVCC less friendly	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%
1990-1991	20	40.0%	30	60.0%	0	0.0%
1991-1992	18	54.5%	13	39.4%	2	6.1%
1992-1993	17	34.0%	26	52.0%	7	14.0%
1993-1994	17	47.2%	18	50.0%	1	2.8%

Note: Percentage figures are by row (year).

Table 42
Evaluation by 1993-94 Graduate Survey Respondents of Individual Attention Shown Students at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
Guilford College	0	0.0%	1	100.0%	0	0.0%
Hampton University	0	0.0%	1	100.0%	0	0.0%
James Madison University	3	42.9%	4	57.1%	0	0.0%
Longwood College	0	0.0%	2	100.0%	0	0.0%
Mary Baldwin College	3	50.0%	2	33.3%	1	16.7%
Medical College of VA	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	1	33.3%	2	66.7%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	6	66.7%	3	33.3%	0	0.0%
VA Commonwealth University	1	50.0%	1	50.0%	0	0.0%
Virginia Polytechnic Inst.	1	100.0%	0	0.0%	0	0.0%
TOTAL	16	47.1%	17	50.0%	1	2.9%

Note: Percentage figures are by row (college or university).

Table 43
Evaluation by AA/AS Graduate Survey Respondents of Individual Attention Shown Students at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
YEAR	No	Pct	No	Pct	No	Pct
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.7%	11	30.6%	1	2.8%
1990-1991	26	52.0%	21	42.0%	3	6.0%
1991-1992	22	66.7%	8	24.2%	3	9.1%
1992-1993	23	46.0%	23	46.0%	4	8.0%
1993-1994	18	50.0%	17	47.2%	1	2.8%

Note: Percentage figures are by row (year)

Table 44
Evaluation by 1993-94 Graduate Survey Respondents of College Transfer Assistance Services at PVCC

	Excellent		Good		Fair		Poor	
SERVICE	No	Pct	No	Pct	No	Pct	No	Pct
Student Services	15	65.2%	4	17.4%	4	17.4%	0	0.0%
Academic Program	9	52.9%	5	29.4%	3	17.6%	0	0.0%
Faculty	15	68.2%	5	22.7%	2	9.1%	0	0.0%
Co-operative Education	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Note: Percentage figures are by row (service)

APPENDIX A

GRADUATE SURVEY

SOCIAL SECURITY NUMBER ..... Do not mark outside this line

NAME

ADDRESS

CITY, STATE, ZIP

PHONE

INSTRUCTIONS. Use a No. 2 Pencil. Mark only one selection per question. Fill in circles completely. Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. EMPLOYMENT:

1. Currently I am:
- Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
- Employed PART-TIME in a career field RELATED to my field of study at PVCC.
- Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
- Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
- Serving in the military full-time.
- Serving as a homemaker full-time. [If you marked this, please skip to section II.]
- Unemployed (seeking employment). [If you marked this, please skip to section II.]
- Unemployed (NOT seeking employment). [If you marked this, please skip to section II.]

2. My job is:

- Artist
- Computer Programmer
- Data Entry Operator
- Systems Analyst
- Business Manager
- Sales Clerk
- Secretary
- Typist
- Accountant
- Electronics Worker
- Child Care Worker
- Law Enforcement Official
- Draftsman
- Draftsman (computer-aided)
- Health Technician
- Respiratory Technician
- Nurse
- Educator
- Drama/Theatre Worker
- Musician
- Laboratory Technician
- Engineer Technician
- Journalist
- Construction Worker
- Electrician
- OTHER (please list) _____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct and employer follow-up survey? Yes No
(If yes, please complete the attached form)

6. My annual salary is $_____(based on approx. _____ hrs./week)

7. My job is
- Very satisfying (a superior job)
- Satisfying (a good job)
- Not very satisfying (a fair job)
- Unsatisfying (a poor job)

	Yes	No	Undecided
8. I intend to pursue this job as a long-range career:			
9. I obtained this job:	Before attending PVCC / While attending PVCC	After attending PVCC	
10. My degree helped me obtain my present job:	Yes	No	
11. My degree helped me obtain a promotion in my present job:	Yes	No	
12. I recieved assistance from PVCC in obtaining this job:	Yes	No	

13. Rate the quality of career assistance recieved from the following:

Student Services	Excellent	Good	Fair	Poor	Not applicable
Academic program	Excellent	Good	Fair	Poor	Not applicable
Faculty	Excellent	Good	Fair	Poor	Not applicable
Co-op program	Excellent	Good	Fair	Poor	Not applicable
Other (please list) _____	Excellent	Good	Fair	Poor	Not applicable

14. Overall, in relation to my present job, the academic preparation I received from PVCC was:
Excellent Good Fair Poor

15. I Participated in the Co-op program Yes No

16. Compared educationally to other employees beginning their careers in my job field, I was:
Better prepared About as well prepared Not as well prepared

(CONTINUED ON THE REVERSE SIDE.)

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II. FURTHER EDUCATION

1. I am:
   - Attending a four-year college or university full-time.
   - Attending a four-year college or university part-time.
   - Attending a community college full-time.
   - Attending a community college part-time.
   - Attending some other type of school
   - Not presently attending school (if you marked this, skip ahead to section III).

2. Name of School _____

3. Address of School _____

4. Major Field of Study _____

5. My current grade point average (GPA) is _____ (on a 4.0 basis.)

   This is based on _____ credits earned at the new school.

6. The preparation at PVCC for my current studies was:
   Excellent ___ Good ___ Fair ___ Poor

7. In comparison to students who started at my new school as freshmen, I feel
   Not as well prepared ___ About as well prepared ___ Better prepared

8. PVCC compares to my new school in:

Degree of Student competitiveness	PVCC has more	About the same	Current school has more
Friendliness of faculty and staff	PVCC has more	About the same	Current school has more
Individual attention shown students	PVCC has more	About the same	Current school has more
Strictness of grading practices	PVCC has more	About the same	Current school has more
Quality of instruction	PVCC has more	About the same	Current school has more

9. The school to which I transferred was my ___ First Choice ___ Second Choice ___ Third Choice

10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

Student Services	Excellent	Good	Fair	Poor	Not applicable
Academic program	Excellent	Good	Fair	Poor	Not applicable
Faculty	Excellent	Good	Fair	Poor	Not applicable
Co-op program	Excellent	Good	Fair	Poor	Not applicable
Other (please list) _____	Excellent	Good	Fair	Poor	Not applicable

11. The credits I earned at PVCC
    Did transfer as I expected they would ___ Did not transfer as I expected they would

12. The number of credits not accepted at my new school was _____

    The courses not accepted were _____

III. COMMENTS AND SUGGESTIONS

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

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APPENDIX B

SURVEY COVER LETTERS

January 14, 1995

Dear PVCC Graduate:

One of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates which we conduct each year. The results of the survey are used in deciding which programs are offered and in determining how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education. Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head
Director of Institutional Research and Planning

encl

PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____
(signature)

GRADUATE'S NAME _____

IMMEDIATE SUPERVISOR'S NAME _____

IMMEDIATE SUPERVISOR'S TITLE _____

EMPLOYER (COMPANY) NAME _____

EMPLOYER ADDRESS _____

EMPLOYER TELEPHONE _____

February 16, 1995

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head
Director of Institutional
Research and Planning

encl

March 28, 1995

Dear PVCC Graduate:

In January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In February, I wrote again asking you to return the questionnaire. It is now nearly April and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head
Director of Institutional
Research and Planning

encl

APPENDIX C

Selected Comments by Survey Respondents*

Increase student exposure to I.V. therapy—more practice & skills if possible. [R]equire observation days in a number of different facilities, i.e. [sic] or in private offices, E.R., PACU, NICU—make these required & outside of usual class time.

I think it would be helpful to add the medical terminology course to the nursing program.

Perhaps the Co-op program should be made a part of some majors. I did not participate in the Co-op program and because I had no experience in my major, jobs I sought went to those with experience.

I was sad to hear that PVCC has lost some of its ability to provide student loans because I know many students depend on financial aid.

The Finite Math (MTH 181?) I took at PVCC only transferred [sic] to fill an elective slot at VCU. Essentially I had no acceptable math transfers even though I completed 3 semesters of math classes at PVCC. I am being required to complete an additional 3 semesters at VCU. I would like to see math requirements become more uniform and certainly credit given where credit is due.

Encourage students who think they might ever look into the MBC switch to [check] into it early [and] regularly to make sure they do it at the "optimum time for them." Being "followed" by MBC advisors will prevent some unnecessary credits being taken—for ex. [sic] Some of the Electives avail. in the PVCC program could be taken to transfer into the students' major program at MBC . . . if they only had the info/assistance to plan ahead.

In the field of nursing, more clinical time is needed. UVA offers their students a practicum at the end of the program—this last 2-3 weeks. Each student is paired up [with] an RN in an area of their choice. They do everything with that nurse. It's like a mini-orientation. This experience puts UVA students one step ahead in job placement at the University hospital and one step ahead in their orientation.

There needs to be more math and computer courses that are transferable to four year schools and meet the requirements of the [four] year schools.

I am very satisfied with my progress so far, after graduating from PVCC. I would like to recognize [PVCC instructor]. He was a very good teacher, and he helped me get the best out of my education at PVCC. Thank You!

I am not taking classes this summer, but I have been accepted into the Mary Baldwin ADP. I will probably begin classes there (on campus) full-time in the Fall of '95. I enjoyed my years at PVCC very much & was grateful for the opportunities provided for adult students there. My biggest problem was the foreign language requirement—my 1st year beginning Spanish class was really meant for those with a recent background in Spanish—I was the only student in the class who had no exposure to the language & it was a very frustrating (I almost left PVCC again) & somewhat humiliating experience for me. Perhaps a "developmental" class for adult students might be considered.

---

*These respondent comments have been edited for spelling and punctuation errors only. No changes were made in the content.

I am currently taking supervisory classes offered through the Associated General Contractors. There are 10 classes in all. I have completed four. It is difficult to get enough people registered for these classes, so for the last three semesters the class has been canceled. I am very interested in completing these classes because I understand that my degree will change. Not to mention, it looks good on a resume. I plan to continue taking classes at PVCC to better myself and increase my knowledge about my job. I have not decided if I want to continue my education at a four year school or not.

I especially found the fact that if I graduated from PVCC & then went to JMU, that JMU would bypass all my extra Liberal Studies courses. This way I went straight into my major and minor. It was very helpful. I have always been very impressed by the highly respected reputation that PVCC has with JMU & with the employers in [Charlottesville]. I am very proud of my education from PVCC and have always found the faculty & staff to be most helpful even now that I have been out for several years.

Some of the teachers I had were excellent. Others were not so demanding and I didn't learn as much. Be more selective in picking your teachers. They make all the difference in the world.

I enjoyed PVCC and have only one complaint. Guidance counselors who help with scheduling should stay [on] top [of] which credits transfer. . . I was told that a total of 4 classes would transfer to JMU, [but] when I went to register, these did not transfer so now I have to take these again. So taking these courses at PVCC was a waste of time & money.

Hello — I'm still a student — don't have a career yet! PVCC helped me to transfer to another school. Need more variety.

I plan to apply to Mary Baldwin (for the Adult Degree Program) in a few years. [Two PVCC instructors] are excellent instructors. Their teaching styles made the classes more interesting. I learned a lot from them and I feel that I benefited from being in their classes.

Keep doing what you're doing!

I hold PVCC in very high regard even though I have not obtained a position as I had wished. . . My intellectual curiosity was fulfilled as completely as possible from the courses I completed at PVCC!

I just graduated from Longwood College. I feel that PVCC prepared me well for my courses at Longwood. I graduated with a GPA of 2.933 on a 4.0 scale.

I am interested in continuing my education on a part-time basis but am not sure as to whether to enter the Mary Baldwin Adult Education Program or some other program. I would like to have other alternatives that are less expensive than the Mary Baldwin program. I would like to learn more about the other programs if they exist either through formal mailings to two year graduates or through other means of advertising communications.

[I sugges']: Having a few televised courses—like real estate on the local television access channels. PVCC is a great place—I will sit for the CPA exam in 30 days thanks to it.

Computer classes with updated programs (particularly AutoCad/Windows/Networking, etc.) are very helpful to those in the construction field.

Overall workload should be increased for students planning to transfer to the McIntire School of Commerce at UVA to better develop time management skills. Also, I found I was very unprepared for the finance courses required for all students their first year at the Comm. School. A finance course, which I

believe is offered at PVCC, should ABSOLUTELY be required for the Business Program at PVCC. In the finance course particular attention & emphasis should be placed on Time Value of Money calculations/ applications, etc. & Pro Forma financial analysis!!!

Find out what the students want to study, where & why. Find out what they need at a four year school & try to have them [take] only the classes they need. Don't try to push them to an associate's degree if they know they are going to transfer. Don't try to hold them at PVCC by having them take classes that won't transfer. Get them in & out in 1 or 1 ½ years.

Offer the Lab courses needed by ODU. Students presently must travel to Norfolk (=2.5 hrs. drive) to take the labs. This is a large inconvenience & hurts the teletechnet program.

PVCC, as it is well known, has an outstanding nursing program. I feel I received an excellent education. The support I got from my instructors, in particular [sic] [PVCC instructor] (who helped me get a nursing scholarship) and [another PVCC instructor] (who offered me encouragement & helped me get a job) was [sic] unparalleled. Without programs like the PELL GRANT & other financial aid I could not have made it through. I will be eternally grateful for PVCC allowing me an education & a new outlook on life.

I enjoyed my classes and teachers. PVCC is a great school and I may come back at a later time.

PVCC is a wonderful institution. Any indication of a negative nature is only a result of not being a traditional transfer student. I am an adult completing my degree through individual tutorials and small groups that only meet occasionally, so I cannot fairly compare MBC to PVCC except on the subject of the grading scale.

I commend PVCC on its individual attention given to students and the fairness of grading. At the university I now attend, during [my] 1st semester, I experienced neither. It was a shock from going from a student at PVCC to a number at UVA. I blame my difficulties not on PVCC, but the lack of student-professor interaction at UVA. It's hard when there's 20,000 students.

I feel I received a very good education from PVCC. [T]he classes were good and the teachers were very helpful. I do feel that there should be more career assistance for during school and after graduation.

Better recruitment for the electronics technology program is needed. Also, when I attended PVCC a second or third full-time instructor/professor was needed. I strongly suggest to do away with part-time instructors.

I just graduated from UVA with an Accounting degree. I am currently seeking a job. All my credits transferred. I suggest that you offer finance as a required course. Having a finance course would have helped.

The main difference is the amount of work. At UVA there is a lot more—its not necessarily harder, but here is <u>so much</u> more reading—that is the only way in which I feel less prepared.

[I suggest] separate chemistry, writing, anatomy & physiology courses for nursing students. Better financial aid for nursing students. Clinical days for nurs[ing] students should be increased and back to back sequentially in order for the student to get better exposure and perspective as to continuity in care and following one patient through their course of care and the procedures that those patients are subjected to. Also less students per clinical instructor in order to facilitate the transfer of practical knowledge from instructor to student. Start with a mentor program involving real nurses in the community. The current program is good. It could be better.

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Excellent staff at PVCC—I've always enjoyed instruction provided even by 99% of the adjunct, part-time instructors. Great school for the price and as an adult student I really enjoyed it!